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사회복지학석사학위논문

**Effects of Parental Acculturation on  
Children's Socioemotional Development  
among Mongolian Families in South Korea**

한국에 거주하는 몽골이민가족 부모의 문화적응이  
아동의 사회정서적 발달에 미치는 영향

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간덜거르



# Effects of Parental Acculturation on Children's Socioemotional Development among Mongolian Families in South Korea

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# **Effects of Parental Acculturation on Children's Socioemotional Development among Mongolian Families in South Korea**

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A DISSERTATION

SUBMITTED TO THE DEPARTMENT OF SOCIAL WELFARE  
AND THE COMMITTEE ON THE GRADUATE SCHOOL IN  
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## **Abstract**

### **Effects of Parental Acculturation on Children's Socioemotional Development among Mongolian Families in South Korea**

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Numbers of foreign immigrant people continues to increase every year in South Korea. Immigration involves a displacement with significant effects on family life, most importantly due to cultural shifts inherent in resettlement. Investigating the acculturation strategy of immigrant parents and their parenting practice is of paramount important and allows us to obtain significant information on effective intervention method in child rearing practice. It is also necessary to verify the mediating effect of parenting practice such as parental control in order to examine the relationship between parental acculturation and children's socioemotional development in a more detail manner.

The main objective of the present study is to investigate the effects of parental acculturation on children's socioemotional development among Mongolian families in South Korea. Berry (1980) Bi-dimensional acculturation model which is was applied to answer research questions present in the study as follows:

1. How does parental acculturation affect children's socioemotional development?
2. How does parental acculturation affect parenting practice?
3. To what extent the effects of parental acculturation on children's

socioemotional development can be explained by parenting practice?

Survey was conducted using a self-reported questionnaire method. A total of 142 cases were included in the hierarchical multiple regression analysis. Mongolian parents having children aged between 4 and 18 years old completed questionnaires which assess acculturation attitude and children behavior problems as well as parenting practice.

This questionnaire answers provide information regarding the parents themselves, their children, and their community. The major findings of the present study can be summarized as follows:

First, parents who adopted separation acculturation strategy tend to have children exhibiting more external behavior problem compared to those adopting other acculturation strategies. Children exhibiting both more internal and external problems are associated with parents adopting marginalization acculturation strategy. Second, parents adopted assimilation acculturation strategy show more parental control to their off-springs especially those who assimilated more to the Korean culture. Strong or tighter parental control has positive correlation with internal behavior of children which emphasizes the importance of maintaining the original heritage culture of immigrant parents. Third, parental control does not mediate the relationship between parental acculturation and children's sociomemotional development. Parental acculturation strategy does directly affect children behavioral problem but also influences parenting practice. Furthermore, longitudinal study on immigrant children and their parents are necessary.

**Key words:** parental acculturation strategy, children's socioemotional development, parenting practice, Mongolian family.

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# CONTENTS

|  |           |
|--|-----------|
| <b>1. STATEMENT OF PROBLEM</b>   | <b>1</b>  |
| <b>2. REVIEW OF THE LITERATURE</b>   | <b>7</b>  |
| 2.1 Acculturation Theory   | 7         |
| 2.2 Parental Acculturation and Children's Socioemotional Development                 | 10        |
| 2.3 Acculturation and Parenting in different cultural context                        | 16        |
| 2.4 Parenting practice and Children's Socioemotional Development                     | 24        |
| <b>3. CONCEPTUAL FRAMEWORK AND RESEARCH QUESTIONS</b>                                | <b>27</b> |
| <b>4. RESEARCH METHOD</b>  | <b>29</b> |
| 4.1 Research procedures and sampling   | 29        |
| 4.2 Measurements of Variables  | 30        |
| 4.2.1 Independent variables  | 30        |
| 4.2.2 Mediating variable   | 31        |
| 4.2.3 Dependent variable   | 32        |
| 4.2.4 Control variable   | 33        |
| 4.3 Analytical Technique   | 35        |
| <b>5. RESEARCH FINDINGS</b>  | <b>36</b> |
| 5.1 Analytic findings  | 36        |
| 5.2 Descriptive findings of the major variables                                      | 40        |
| 5.3 Correlation matrix of Major Variables  | 42        |
| 5.4 Research analysis  | 44        |
| 5.4.1 Effects of Parental Acculturation and Children's<br>Socioemotional Development | 44        |
| 5.4.2 Effects of Parental Acculturation and Parenting Practice                       | 47        |
| 5.4.3 Mediating effects of Parenting Practice  | 48        |
| 5.5 Summary of findings  | 52        |
| 5.5.1 Parental Acculturation and Children Socioemotional Development                 | 52        |

|           |  |           |
|-----------|--|-----------|
| 5.5.2     | Parental Acculturation and Parenting Practice    | 53        |
| 5.5.3     | Mediating Effect of Parenting Practice           | 54        |
| <b>6.</b> | <b>CONCLUSION</b>                                | <b>56</b> |
| 6.1       | Parenting in culture diverse context             | 56        |
| 6.2       | Implications for social work practice and police | 58        |
| 6.3       | Study strength and limitations                   | 60        |
|           | REFERENCES                                       | <b>62</b> |
|           | APPENDIX A                                       | <b>80</b> |
|           | APPENDIX B                                       | <b>87</b> |
|           | 국문초록   | <b>95</b> |

## **LIST OF TABLES**

|  |    |
|--|----|
| [Table 4-1] Parental Culture Orientation Acculturation Scale's Reliability                                 | 30 |
| [Table 4-2] Parenting practice reliability   | 31 |
| [Table 4-3] Children Socioemotional Development Scale's reliability  | 33 |
| [Table 5-1] Individual and Family Characteristics of the sample  | 37 |
| [Table 5-2] Descriptive statistic of Parental Acculturation strategy                                       | 40 |
| [Table 5-3] Descriptive statistic of Children's Socioemotional Development                                 | 41 |
| [Table 5-4] Descriptive statistic of Parenting practice  | 41 |
| [Table 5-5] Correlation matrix of the major variables  | 43 |
| [Table 5-6] Relationship between Parental Acculturation Strategy and Children's Socioemotional Development | 46 |
| [Table 5-7] Relationship between Parental Acculturation Strategy and Parenting Practice                    | 48 |
| [Table 5-8] Relationship between Parenting practice and Children's Socioemotional Development              | 51 |

## **LIST OF FIGURES**

|   |    |
|---|----|
| [Figure 2-1] Bi-dimensional Acculturation Model                   | 8  |
| [Figure 2-2] A general model of acculturation development pathway | 18 |
| [Figure 3-1] Conceptual framework present study                   | 28 |



## CHAPTER 1. STATEMENT OF THE PROBLEM

Multicultural society is becoming a great concern in South Korea and in recent years, the number of foreign residents has been drastically increasing. South Korea is considered as both an economic and educational opportunity for Mongolians including young generation, which is strongly attracted to South Korea after the blastoff of the Korean wave (Hallyu). According to a report from the Ministry of Justice of South Korea, Mongolian immigrants tend to stay in longer periods than other foreign residents. There were 16,824 Mongolians by 2003 and this number have increased up to 32,190 by 2007 <sup>1</sup>.

Migration of Mongolians to South Korea initially occurred temporarily with a limited period of stay from 3 to 5 years due to visa regulations. However, the current situation has recently changed due to increasing number of Mongolians who are running their own businesses or throughout other ways such as getting employed in a company, pursuing higher education or staying permanently in Korea as tourist or a patient. <sup>1</sup> In addition, the number of Mongolian students in Korea places second after Chinese students with an approximate number of 4,958 as of 2010<sup>2</sup>. As a result, Mongolian people became one of the largest minority groups in South Korea. Mongolian immigrants preserve their own special culture and traditions particularly those who live with their family members. They also respect and remember their cultural tradition by having traditional Mongolian food at home or actively participating in Mongolian festivals in Korea. These first-generation Mongolian immigrants are still connected with their original culture therefore maintaining their traditional activities. However, Mongolian children might have different

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<sup>1</sup> "국적별 외국인 체류현황", <2011 년도 출입국통계연보>, Korea Immigration Service

<sup>2</sup> "국적별 외국인 유학생 체류현황", <2011 년도 출입국통계연보>, Korea Immigration Service,  
외국인 유학생 : 2009년 이전(D - 2 전 체 및 D - 4 - 4), 2010년 이후(D - 2 전 체 및 D - 4 - 1)



perspectives or views about their origin, especially those who were born in Korea. They communicate using Korean language in their daily life and interacting with their peers through activities such as enjoying K-Pop and eating Korean food. It is highly probable that most of them would consider themselves as Korean children. Korean society itself shows a minimum interest to the laborer's children and their welfare situation. Consequently, the information about the children of foreigners regarding their statistical numbers or their residential status has been very limited. According to the report from National Human Right Commission on foreign children in Korea, 87.6 percent are from Mongolia (설동훈 외, 2005). Moreover, there are about 160 Mongolian students among 205 foreign students attending Korean elementary and middle school. There are several reasons why Mongolian children became a majority among foreign children in Korea. First, the cultural aspect that a Mongolian family should live together with their children (Kim, 2005); second, Mongolian children have a strong interest in the Korean culture (한국교육개발원, 2005); third, historically Mongolians are nomadic so they can easily adapt to new living environments. Statistical data from the Korean Public Health Association in 2010 shows that the number of Mongolian children place second (approximately 330 children) with respect to the country of origin of their parents compared with foreign migrant children from other countries<sup>3</sup>. In addition, the 330 children is an officially registered figure, which does not include children with illegal sojourn status.

Not only does acculturative stress impose problems for foreign residents and their children but also cultural issues such as an acculturation strategy and shifting of parenting

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<sup>3</sup> Korea Public Health Association - 대한보건정보통계학회, 내부자료 [www.kpha.or.kr](http://www.kpha.or.kr)

practice also should be considered. Despite the increasing number of Mongolian immigrants, little is known about their social life as well as their children's development in South Korea. Present study focused on the acculturation of Mongolian immigrant parents; in particular, to what extent the parent's acculturation level and parenting practice affect the socioemotional development of immigrant children. There are several studies about Mongolian children, which either focuses mainly on the psychological well being and acculturative stress or life satisfaction and school adjustment (Kim, 2007; Hong, 2004). A study involving 68 Mongolian children was conducted to find out the actual condition of children from a migrant worker's family and levels of psycho-social adaptation along with its effectiveness and relationship with acculturative stress and social support (Hong, 2004). The result showed that 10–13 years old Mongolian children experienced the highest rate of acculturative stress and 15-18 years old Mongolian children exhibit significant external and internal behavior problems. Those children mainly receive social support from religious organizations or NGOs, highly depending on their residential status. Another study from Kim (2007) showed that Mongolian children in Korea are having both acculturation and family relationship stress. Kim examined the relationships between acculturative stresses, discrimination and life satisfaction on Mongolian children. The findings showed that acculturative stress negatively relates with life satisfaction but discrimination is not related with life satisfaction. Peer and family support were the most important variables in determining life satisfaction. Those studies suggested necessity of an in-depth research on Mongolian children and youth immigrants.

There are several studies from the perspective of Mongolians laborers other than Mongolian immigrant parents. Those types of studies mainly focused on working conditions, labor rights and adjustment to their working environment. However, no study

has yet been conducted on the relationship between level of acculturation of immigrant parents and childrens' developmental outcomes. The present research tried to investigate those relationships and fill the gap. Acculturative stress and behavioral disorders of children could be mainly related with their parents. Parents play an important role in children's development and it is therefore vital to introduce intervention methods to promote immigrant children's socioemotional development. To achieve the successful intervention of Mongolian children in Korea, it is essential to address parenting acculturation itself and make sure how it is associated with the children's socioemotional development.

The association between parental acculturation and children's socioemotional development has been highlighted in a number of studies especially in USA, Canada and Australia. Majority of studies have focused on Asian minorities adapting to Western culture. However, as far as the author's knowledge is concerned, similar studies have almost never been conducted in South Korea where multiculturalism is at its fundamental stage. The association between acculturation and immigrants parents' child rearing practices remains unclear due to a lack of research regarding immigrant families and their children's socioemotional development in South Korea.

Korean society, itself may difficult to adapt for foreigners in terms of language use, customs, interpersonal relationships and even food preferences, as the host culture, consists of a solely single cultural concept based on Confucianism values, having strong patriotic mindset and being very proud of their culture. Relating this perspectives, several studies have emphasized the higher tendency to reject the host culture and to preserve the original culture during acculturation which results in higher conflict and lead to maladaptation of the society (Benet-Martinez & Haritatos, 2005; Benet-Martinez, Lee, & Leu, 2006; Benet-

Martinez, Leu, Lee, & Morris, 2002; Cheng, Lee, & Benet–Martinez, 2006;). To prevent such conflict and maladaptation of the society, it is necessary to investigate foreign parents and children relationship with acculturation process.

After immigrated to new country, an acculturation process was required which might demand psychological or physical change of the individuals. For example, people are required to adjust to language, tradition, moral and beliefs of the host culture where they belong (Redfield et al 1936). During acculturation process parenting practice plays an important role to the children's development during acculturation process and it represents primarily the essential developmental context for the children (Bornstein & Cote, 2006).

Present study examined the level of acculturation among Mongolian parents and how it affects a child's socioemotional development through parenting practices. Most studies about immigrant children focused on negative aspects such as depressive symptoms, psychological disorders and so forth. However, this present study investigated some positive aspects that affect the socioemotional development of children amongst the Mongolian family.

To date, there have been few studies available on socioemotional development of children with respect to their Mongolian parental acculturation and their parenting practice. Thus, current study explores the link between parental acculturation strategy and children's socioemotional development.

**Ultimetely, current exploratory study intends to answer the following questions:**

1. How does parental acculturation affect children's socioemotional development?
2. How does parental acculturation affect parenting practice?

3. To what extent the effects of parental acculturation on children's socioemotional development can be explained by parenting practice?

## **CHAPTER 2. REVIEW OF THE LITERATURE**

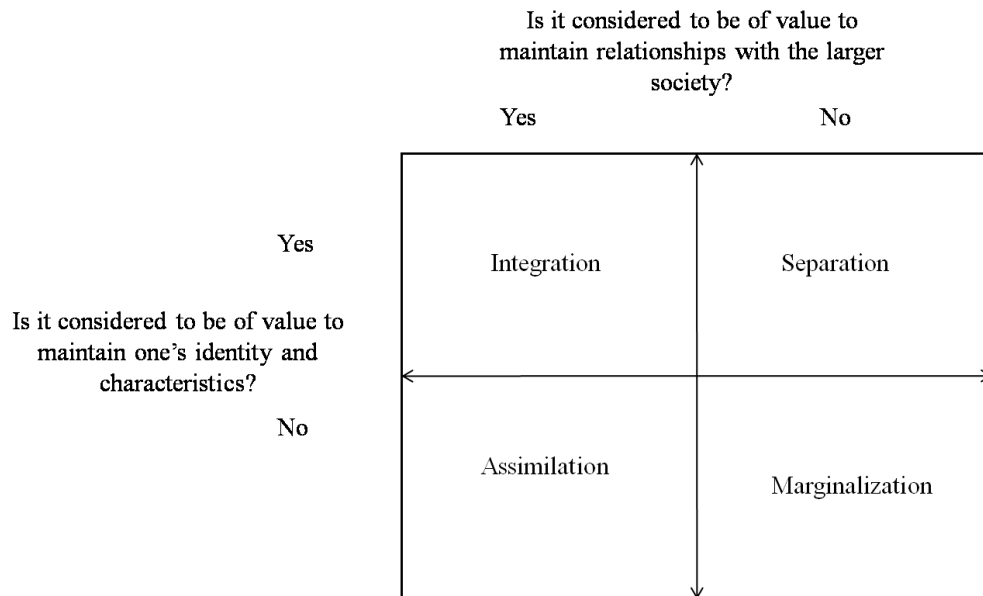
Literature review is organized into the following sections: 1) Acculturation theory 2) parental acculturation and children's socioemotional development 3) acculturation and parenting 4) parenting practice and children's socioemotional development. The first session discusses background theory of present study.

### **2.1 Acculturation Theory**

There are a substantial number of definitions about acculturation, for example, Linton and Herskovits, in 1936, defined acculturation as "those phenomena which result from when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original culture patterns of either or both groups"(p.149). Acculturation could form some new aspects resulting from intersection between cultures. In another word, acculturation is a two-fold process where both cultural and psychological change that takes place as result of interaction between two or more cultural groups and those individual members. At individual level, acculturation could change the person's behavior and performance also their values, customs, attitudes and even in identity. Association between cultural adjustment and maintenance could be dimensionally defined in three ways and each of it later became a theoretical model of acculturation (Berry, 1997), namely uni-dimensional model, bi-dimensional model and fusion model. The framework of uni-dimensional model emphasizes full adaptation to the host culture rather than being bicultural, in which immigrants give up their original culture and eventually adapt fully with their host culture. In the bi-dimensional model, both the cultural adaptation and cultural maintenance proceed simultaneously and could be considered as two separate dimensions. Many scholars had justified that increasing cultural

adaptation did not require giving up fully the individual's original culture (Hutnik, 1986; Sanchez and Fernandez, 1993; Berry, 1997). In the fusion model, a new so-called integrated culture was created during acculturation as a result of a combination of both cultural attributes (original and host culture). Until recently, a fully empirical study has yet to be conducted.

The bi-dimensional model is adopted in the current study in contrast to the uni-dimensional model; bi-dimensional model for acculturation highlights the independence of the host and ethnic dimensions of acculturation (Berry, 1980).



**[Figure 2-1] Berry's Bi-dimensional Acculturation Model (Berry, 1980)**

Initially, bi-dimensional models were developed by John Berry (1980). In a bi-dimensional model, immigrants adopt the host culture's features while they maintain the important value and beliefs of their original culture.

Berry identified four different acculturation strategies that individuals and groups have developed to deal with both cultural maintenance and involvement with other groups

through contact and participation. The four strategies are assimilation, separation, integration and marginalization. The *assimilation* strategy is defined when individuals do not wish to maintain their cultural identity and seek daily interaction with other cultures. In contrast, the *separation* strategy is defined when individuals place a value on sticking to their original culture, and at the same time wish to avoid interaction with others. *Integration* strategy is when an individual has an interest in both maintaining one's heritage culture while interacting with other groups in daily life. Finally, marginalization is defined when an individual has little interest in maintaining his or her cultural heritage whilst having little interest in having relations with others (Berry, 1980).

Since acculturation is considered as a linear process and the measurement that lay on between the host culture and heritage culture, it is then more appropriate to apply bi-dimensional model than uni-dimensionanl model for the current study. For example, a model person who adapted well to the host culture means he or she is losing his or her heritage culture. Higher scores are assigned on an acculturation scaling system when an individual is assimilated to host culture while fewer points are assigned when an individual shows higher or strong relationship with his or her heritage culture. Thus, it is an inappropriate way to measure either only from the host culture or heritage culture's point of view. The bi-dimensional model allows us to measure the preference to the host or heritage culture simultaneously. Parental acculturation towards the Korean culture and parental acculturation towards the Mongolian culture could be independently treated in a bi-dimensional model. In summary, acculturation can affect human behavior in both positive and negative ways. Several main factors give positive effects on the adaptation process to immigrants. The next session will discuss more about acculturation of parenting and how it affects the children's socioemotional development.



## **2.2 Parental Acculturation and Children's Socioemotional Development**

Some researchers argued regarding the process concept of acculturation and its development. As mentioned above, acculturation is considered as a natural consequence of learning and copying new skills but the developmental process requires both learning and maturation. However, both acculturation and development process became the fundamental basis for the adaptation in a social context. Recent developmental theories are emphasizing Bronfenbrenner's ecological model (1979) and as well as Lerner's (1985) cultural context in the developmental process of children. It may be also an inappropriate way to directly correlate the result of adaptation with an acculturation process without taking into account the developmental components (Sam & Oppedal, 2003). Lerner's developmental conceptualism (1986, 2002) combines the concepts of biological and psychological theories and establishes an idea of dynamic interaction of those attributes. "Context" itself is defined as large scope of settings that includes developing individuals, his or her parents, family and extended family members (Lerner, 2002). From this point of view, present study has predicted a parental acculturation strategy that may change the parenting practices in the new culture. Moreover, context itself encompasses comprehensive social constituent, physical scenery, and daily life events and changes of those variables. All those settings and social systems, directly or indirectly, influence the child development. Consequently, the relationship between the individual and his/her context of developmental transitions continue and may lead to various possible paths (Valsiner & Lawrence, 1997).

People may show different acculturation effects depending on their environmental situation (Berry, 1997) and acculturation itself is a complicated procedure for both parents

and children. In particular, a set of stress behaviors are often observed from immigrant parents and children, such as higher levels of eagerness, depression, feelings of isolation, alienation and identity confusion. In many cases, changes in acculturation is characterized with different types of concepts in response to a stressful situation caused by an unfamiliar cultural environment. Furthermore, it is required to learn unique cultural skills in order to survive and eventually live successfully in a given cultural circumstances from individuals. In this regard, the reaction to the stress caused by acculturation is generally accepted as a result a of coping mechanism (learning of coping skills) that are adaptive and practical, otherwise the individuals and children are said to be maladapted (Ward, 1993). At this point, acculturation can primarily be understood as a learning phenomenon of new behavior that is appropriate to the host country and developmental procedure. In other words, some changes observed from individuals attributed to acculturation may in reality be related with developmental changes (Berry & Sam, 2003).

Adaptation to a host culture in several areas of functioning could be followed by changes in physical, social, and cultural condition (Berry, 1987). For instance, in case of Mongolian immigrants in Korea have to contend with the physical change in weather; most notably adjusting to humid and hot conditions. Biological changes would include shifting dietary behavior from consuming meat products to a vegetarian diet as well due to the unavailability of some ingredients. Economic changes involve the challenge of how to survive and be successful in succeeding in a Korean competitive society. Some researchers have established the relationship between immigrant parents' acculturation and their children's socioemotional development.

Berry (1987) reported that adopting an integration style of acculturation experienced low stress, while those adopting a separation style experienced more stress by

both parents and children. They also found that separation marginalization and stress were strongly related to Korean immigrants group in Canada. Integration can be viewed as a variant of biculturalism, in which values and skills of both the traditional and host culture are accepted. Thus, researchers investigating bi-dimensional models of acculturation suggest that adopting an integrated or bicultural style is associated with better psychological functioning in adults.

The study from Koplow and Messinger (1990) has concluded that most maladjusted children came from families whose immigrant parents were unable to complete the separation process from their original culture, or did not want to learn about their host environment similar to marginalization strategy. The study also indicated that the children whose parents adopted an integration mode of acculturation grew normally, while those from separated or marginalized parents display problematic functioning during their development process.

Aykan and Kanungo (1998) investigated the relationship between parents' acculturation and their children's behavioral outcome. Four strategies were employed as parental acculturation according to Berry's (1997) bi-dimensional model. In Canada, the study involved 558 parents, having children whose ages were 17 to 19 years old. The result showed that parental acculturation styles were strongly related to their children's socioemotional development. Particularly, parents who adopted integrated acculturation style had their children exhibiting the fewest behavior problems, followed by children whose parents adopted the separation acculturation style. Another interesting point is that parents have adopted assimilated acculturation style, which means giving up their original cultural heritage and relying only on the host culture, had children with most behavioral problems.

In another study, Go (1999) has examined a sample of 206 Southeast Asian middle-school students to analyze how parental acculturation level, family conflict and peer relations were related to children's depressive symptoms and delinquent attitudes. The findings revealed that in families where parents did not speak English, adolescents exhibited more depressive symptoms and delinquent attitudes. Moreover, a study from Atzaba-Poria and Pike (2007) on Indian families living in Britain showed the relationship between the parents' acculturation style and adolescents' behavior problem. The sample included 68 early stage adolescents; 31 of which are Indian and 37 were English, between 10 and 13 years old and the relationship with their mothers and fathers. The effects of parent acculturation style on the children's behavioral problems were reported. Overall, Indian adolescents exhibited more internalizing problems than their English peers. Children could exhibit either more externalizing behavior problems or internalizing behavior problems depending on which style their parents adopted during the acculturation process. Children exhibit higher level of externalizing behavior problems when their mothers are more acculturated toward the western style. And, the children exhibiting more internal behavior problems were observed when their parents are more acculturated toward traditional style. According to a study of Berry (1997) within four strategies of acculturation, integration acculturation strategy has imposed less acculturative stress than other acculturation groups. Moreover, assimilation acculturation strategies have been shown to relate with medium acculturative stress. Separation and marginalization were related with the highest acculturative stress among immigrants in Canada (Berry, 1997; Berry et al., 1987; Dona & Berry, 1994).

Kim (2006) adopted Berry's acculturation framework to examine the relationship between maternal acculturation style and adolescent outcomes in Korean American

families. Specifically, the research investigated whether four parental acculturation styles—separation, integration, assimilation, and marginalization—predicted the psychological functioning of 11–14 years old adolescents. Social competence measures consist of self-esteem, self-adequacy, emotional responsiveness, emotional stability, view of the world, hostility, aggression and dependence. The findings indicated that maternal and paternal styles of integration and assimilation were most strongly related to the young adolescents' healthy psychological functioning.

Those overall findings indicated that children exhibited better psychological outcomes, social and academic skills when parents adopted strategies similar to Berry's integration or assimilation in which the host country language are used in schools without losing their original ethnic identity. Through those findings biculturalism could be one of the keys to have a healthy family atmosphere while maintaining heritage culture and interacting with host culture in everyday life. However, there are some investigations, which failed to find a relationship between parental acculturation and child behavior outcome. For example, Balaguru (2005) examined the relationship between parental acculturation and child behavior problem among Asian–Indian immigrant families. The study involved 68 children having average age of between 14 to 17 years old. Parental acculturation was measured with scale similar to that of Berry's (1980) assessed assimilation, integration, marginalization and separation model. The result revealed that parental acculturation style was not related with children's internalizing and externalizing behavior problem through Child Behavior Checklist of Achenbach.

Overall, at least some evidences provide that parental acculturation is related to the children's internal external behavioral problems. Many studies proved that successful parental acculturation led to less behavior problems as well as less internalizing and

externalizing problems. Parents who adopted integrative or assimilative acculturation styles, which is actively involving local community and using the host country language, is associated with better child social skills and fewer behavior problems. However, some research has found that greater acculturation (especially assimilation) led to more externalizing problems in adolescents, while other studies have found no relationship between parental acculturation and child behavior problems. Those research findings suggest that relationship between parental acculturation and child behavior problems is a complex concept depending on the level of acculturation. In the next section, the relationship between acculturation and parenting practice will be discussed. In the present study, parenting style is assumed to have a potential to become the mediating factor between parental acculturation and children's socioemotional development. In other words, parental acculturation could affect the parenting practices of Mongolian immigrant parents in Korea.

## **2.3 Acculturation and Parenting in Different Cultural Context**

In brief, parenting practices could be defined as particular behaviors that parents use to socialize their children (Darling and Steinberg, 1993). However, those parents' behaviors, values and goals could be affected by certain cultural contexts and, moreover, could also give influence on the children's developmental and behavioral outcomes (Bornstein & Cote, 2006; Harkness & Super, 1992; Kagitcibasi, 1996b). Different kinds of parenting practices are shaped by individual's social particular needs and his/her own functioned contexts (Ogbu, 1981). Therefore, large body of empirical studies have demonstrated the importance of parents as main socializing agents for children and adolescents (Baumrind, 1991; Baumrind & Black, 1967; Darling & Steinberg, 1993; Maccoby & Martin, 1983) and it has always been one of the core interest amongst social scientists particularly parenting goals, values and styles (Bornstein & Cote, 2004; Kagitcibasi, 1990).

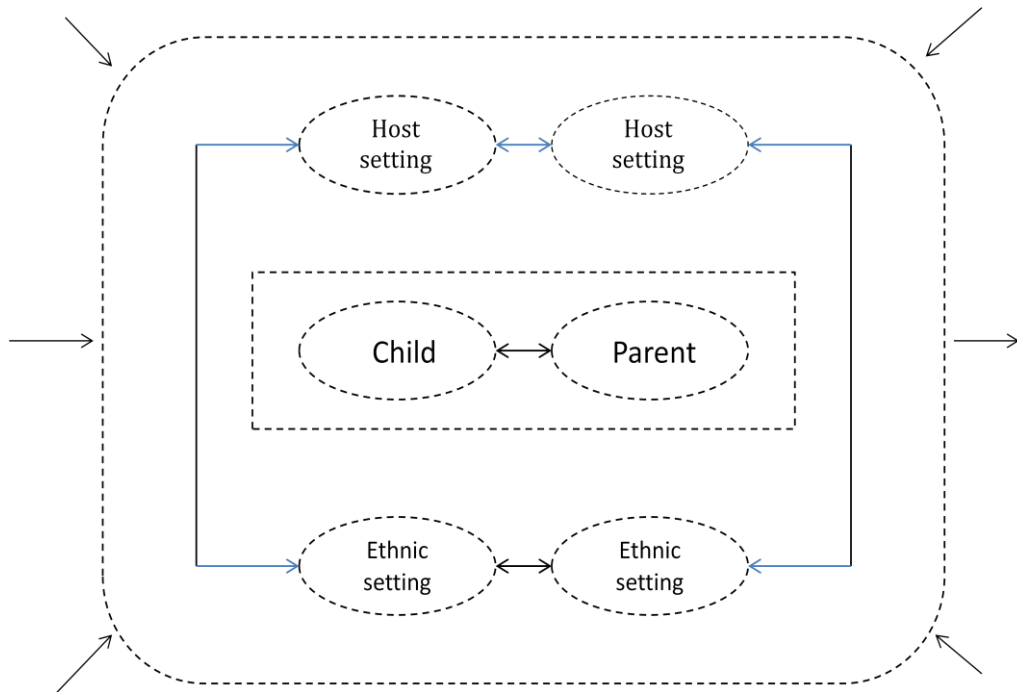
Parents could show different values and behaviors when they are raising their child depending on their cultural perspectives, which correlate with their acculturation level. The outcome of children development is influenced by the various cultures and manners of the environment they belong to (Bornstein & Cote, 2006; Harkness & Super, 1992). Parenting and children development are resembled by cultural socio-economic condition (Bornstein & Cote, 2006; Lamm & Keller, 2007). There are mutual cultural procedures, which are developed within the original and the host when different environment and culture are involved in the life on an individual.

Thus, examining immigrant parental practice shift is very informative and gives us further perception regarding effective intervention method in child rearing practice.

Consequently, some of the immigrant parents who transferred their host culture's manner, goals, values to the host culture's context shows a more attentive and caring manner similar with the host culture style.

Therefore, there are new model of acculturation development pathway introduced to indicate the interaction of parent-child relationship within mainstream society and original host culture was designed by Sam & Oppedal (2003). In the model, most outer edge displays the larger mainstream society where multiculturalism or host culture dominates. Parent-child relationship was positioned in middle of the model. Immigrant parents and relationship with their children are in between host -dominant culture and their original traditional culture. Host society consists of work, school, public facilities, media and health care centers whereas original culture elements includes local associations, groups as well as local communities. Those cultural context, either direct or indirectly, significantly contribute to the socioemotional development of the children and relationship with their parents.





**Figure 2-2 A general model of acculturation development pathway  
(Sam, 2003)**

According to Coll, Meyer, and Brillion (1995) acculturation is one of the significant predictors of families, particularly in the mothers' developmental expectations, parenting practice, and communication with their children. Parenting practice plays an important role on the children's development during an acculturation process where it represents a primary and proximal developmental context for children. It is generally accepted that acculturation is one of the external forces causing psychological trouble that may lead to a decline in mental health of individuals especially when there are significant differences existing between the host and original culture (Rogler, Cortes, & Malgady, 1991). The gap between the host culture (Korean culture) and heritage culture (Mongolian culture) is great even though both countries are geographically close. Korean culture may be difficult to adapt especially to those who are related with family and culture openness

towards immigrants. Therefore, there are still Mongolians who undergo a difficult time to fully integrate into Korean society despite their long stay and his or her ability to adapt to Korean culture.

A particular set of stress behaviors often occurs, such as higher levels of disquietude and depression, feelings of isolation and alienation, feelings of confusion in identity during acculturation process (Berry et al., 1987; Dona & Berry, 1994; Williams & Berry, 1991). Child rearing attitudes and practices are influenced by ethnic and cultural background where the parents' everyday life takes place. Indeed, immigrant parents experience the process of reconstructing their parenting values, attitudes, and behaviors while they are adjusting to the host culture (Bornstein & Cote, 2006).

Explaining the ethnic cultural background might be helpful to understanding the Mongolian parenting practice. Mongolian history has been shaped by the powerful dynamics of an extreme climate and nomadic tribal heritage. Mongolian society itself is very much influenced by the nomadic life with a high adaptive ability that is still the way of life to half of the Mongolian population. However, the society received great influence from the Russian culture due to the communism and socialism years after the 1920s. Following the history when the Mongol Empire conquered half of the globe, Mongolians have the national pride of their great leader, Chinggis Khan, and still preserve their patriotic ideology. Overseas Mongolians celebrate their national holidays and consider it as an important tradition amongst the Mongolian community. Mongolian family's structure and interactions have also undergone fast remarkable changes and significant social change that has taken place in the last two decades (Namjil, 2006). Patriotism and respect for independency are of great importance in the traditional Mongolian family (Morgan, 2007). There are several ethnic unique characteristics of Mongolians, which are very

different than other Asian countries. First, the Mongolian people live nomadically from a long time ago by moving from one place to another in a small or large group. When they migrate to another country, it is likely that they have to bring along their family (children) (정은선, 2005). Secondly, Mongolian youth and the young generation tend to preserve their traditional culture characteristic; yet, they are also greatly influenced by the mass media from Western society. Thus, the young generations wear clothes freely and put independence (freedom) as their first priority.

Moreover, the hierarchical structure in Mongolian culture is not as strict as that in the Korean structure where people with five years of age differences can still communicate as friends without using honorific language. Consequently, such a great culture difference may lead to some children receiving acculturative stress, conflict or discrimination from other Korean peers among Mongolian children (홍진주, 2005). Third, the traditional Mongolian culture is considered to be a solemn one but still possess conservative views in honoring guests or elderly people. However, the Mongolian young generation feels that it is not obligatory for them to follow those rules and they behave very freely at home. (박원길, 1996). Unlike the Korean education system, which uses English as second language, the second language adopted by most Mongolians is the Russian language due to the influence of socialism long time ago. Language barrier and miscommunications while facing their Korean peers and using English turned out to be a great challenge for the Mongolian children. (홍진주, 2004).

Mongolian parents emphasize a more individualistic parenting style, which refers to a permissive parenting style (Namjil, 2006). Permissive parenting is generally accepted of being responsive but not demanding. In other words, the attitudes of the parents are less

controlling but relatively warm and autonomy-granting to their offspring (Baumrind, 1991). Therefore, children or adolescents who have permissive style parents often exhibit poor school achievement, low academic competence, and high involvement conducting delinquency, and low psychological functioning.

Strict hierarchical (vertical) structure is prevalent in the Korean society. The society itself recognized tight competition and high expectations from the parents to their children's academic achievement despite an expensive educational system. Parents encourage their children to achieve the highest score possible in the academic field, make substantial sacrifices for the education of their children, and are willing to spend considerable money on extracurricular study programs. In return, the children work hard to fulfill parental and extended family expectations (Kim, 1999). As education plays an important role in the acquisition and maintenance of a higher social status, Koreans believe that the future success of the family depends on the education of their children and that the children's academic achievements are not only for themselves, but also for their families (Sorensen, 1994).

It is observed that Korean children are predominantly obedient due to the Korean parents utilizing parenting practices based on social and environmental demands, and parental control (Chu, 1995). It remains to be seen whether the authoritarian parenting style from the past (obedience, respect for authority, and hard work) still remain the current driving forces in most Korean families. Authoritarian parenting is generally accepted as having a highly demanding attitude but less responsive to their offspring (Baumrind, 1991). More specifically, those parents who engage in firm control grant limited choice to their children and apply strong parental strictness and expect absolute obedience. Moreover, it is well known that authoritarian (authoritative) parenting style results in collectivistic culture

while the influence of egotistic and independency culture tend to produce opposite parenting style of permissive and autonomous behavior (Harkness & Super, 1992; Harwood, Schoelmerich, Schulze, & Gonzalez, 1999; Keller et al., 2004).

There are several studies that show direct measurement of acculturation and discover a relationship between acculturation and parenting style. Coll, Meyer, and Brillion (1995) emphasized that acculturation is one of the significant predictors of families, parenting practice and relationship with their children as minority parenting in mainstream culture. During the acculturation process, parenting practice plays an important role in the children's development where it represents a primary and proximal developmental context for children. In particular, a research involving Mexican American groups showed that mothers who were more integrated to U.S culture, assumed by the indicator of their language preference, displayed less hostile control and inconsistency in their parenting practice (Hill, Bush, & Roosa, 2003). Similarly, Puerto Rican mothers who adapted U.S values were found to show more warmth and involvement in the parenting practice (Calzada&Eyberg, 2002). Moreover, another research highlighted that living in the United States was associated with a reduction in their use of physical punishment and accidental child abuse (Jambunathan& Counselman, 2002). Yagmurlu & Sanson (2009) investigated the association between interaction levels with Australian society, their parenting values and behaviors and the acculturation attitudes of Turkish immigrant mothers in Australia. The result showed that mothers who integrated with Australian society are reported to have higher levels of self-direction goals and lower levels of compliance goals as well as obedience-demanding behavior. Korean parents are usually depicted as warm and sensitive (Choi, 1995; Kim & Hong, 2007), warm and moderately controlling (Kim, 2005, 2008b), or authoritarian yet warm (Shrake, 1996). Control with high degree of warmth indicates

authoritative parenting and firm control with low degree of warmth indicates authoritarian parenting. These are commonly parenting practices adopted by most Korean parents. On the contrary, Mongolian parents typically adopts a permissive parenting style; a parenting style with low control and high degree of warmth. Such different parenting practice situations are a challenging problem for both immigrant parents and their children while maintaining healthy social and emotional development.

Summary and literature review have provided some evidence regarding the relationship between acculturation and parenting practice. Korean culture and society pay more attention to the children with tighter parental control and involvement than Mongolian parents. The next session is more focused on parenting control and how it is related to children's socioemotional development.

## 2.4. Parenting practice and Children's Socioemotional Development

Socioemotional development was described generally as the skills and behaviors that children need to adapt successfully to social settings (NCES, 2004). Children behavioral problem, which is associated with social and emotional development of the children, may result in the decline of the children's adaptation and future adjustment. (Achenbach, 1991).

Present study examines socioemotional development with emphasis on behavior problems, rather than prosocial skills related aspects. It focuses on two measures of socioemotional development: externalizing behavior problems and internalizing behavior problems. Internalizing behavior problems consist of feeling of withdrawal, depression and fearfulness and exhibiting repression and anxiety (Eisenberg et al., 2001; Roeser et al., 1998) while externalizing behavioral problems are associated with anger, offensiveness and aggravation (Roeser, Eccles, & Strobel, 1998) and undercontrolled behaviors (Cole, Zahn – Waxler, Fox, Usher, & Welsh, 1996). Both these negative emotions are directed against others including peers, family members, siblings leading to problems in all fields including daily life such as school as well as mental health (Hinshaw, 1992; Roeser et al., 1998). Parenting practice is the most influential factor in the children's behavioral problems. There are two kinds of approaches of parenting practice; topological and dimensional approach. Majority of parental studies used *parental control* and *parental warmth* as parenting dimensions (Maccoby & Martin, 1983; Skinner, Johnson, & Snyder, 2005). Baumrind's (1971) model of parenting style can also be explained within those two dimensional point of views. The core values of Mongolian and Korean cultures are the relationship between the individual and the community along with expressing parental

control and life style. Individualism is the utmost importance in Mongolian culture while mainstream Korean culture emphasizes collective behavior.

The current study emphasizes on the effect of parental acculturation on children's socioemotional development mediated by parental control. It also considers the unique characteristics of Korean and Mongolian cultures with respect to parental control. According to previous studies, parental control of Korean parent reflects authoritarian style (strict parental control) whereas less-controlling parenting style practiced by Mongolian parents reflects permissive parenting style. Both authoritarian control and permissive parenting control may interrupt the ability of children to communicate with others. Therefore, this study will examine how Korean culture affects the parenting control of Mongolian parents and its effects on socioemotional development of their children.

Parental control consists of several parenting practice such as discipline, regulation and authority. Appropriate parental regulation can assist to self-regulate learning and prevent delinquency to children and adolescents (Barber, Olsen, & Shagle, 1994; Dishion & Loeber, 1985; Patterson & Strouthamer-Loeber, 1984, Barber, 1997; Smetana & Daddis, 2002). By contrast, some research also described controlling-parenting practice, in particular, harsh discipline practice such as strong authoritative, hostility, physical punishments. These practices are associated with aggressive behavior of children and adolescents and are said to be the cause of internalizing behavior problems (Patterson, 1982; Patterson, Reid, and Dishion, 1992; Farrington, 1978; McCord, 1988; Nix et al., 1999; Barber et al., 2002). Other studies reported a strong relationship between parental psychological control and children's internalization and externalizing problems as well as children's psychological depression, desolation and anxiety, lower self-esteem and physical weakness (Barber et al., 1994; Fauber, Forehand, Thomas, and Wierson, J., 1990; Steinberg,



Elmen, and Mounts, 1989; Lamborn et al., 1991; Herman et al., 1997). The degree of parental control varies from firm to domineering control which strongly influences the development of children and adolescent in various ways (Darling & Steinberg, 1993). For example, firm control of parents is useful for guiding and maintaining proper behavior of children but coercive and punitive oriented control of parents brings external and internal behavioral problems of children (Chen, Liu, & Li, 2000; Galambos et al 2003; Skinner et al., 2005). On the contrary, lack of parental behavioral control would increase children's externalizing problem behaviors (Barber, 1996; Barber & Olsen, 1997; Galambos et al., 2003).

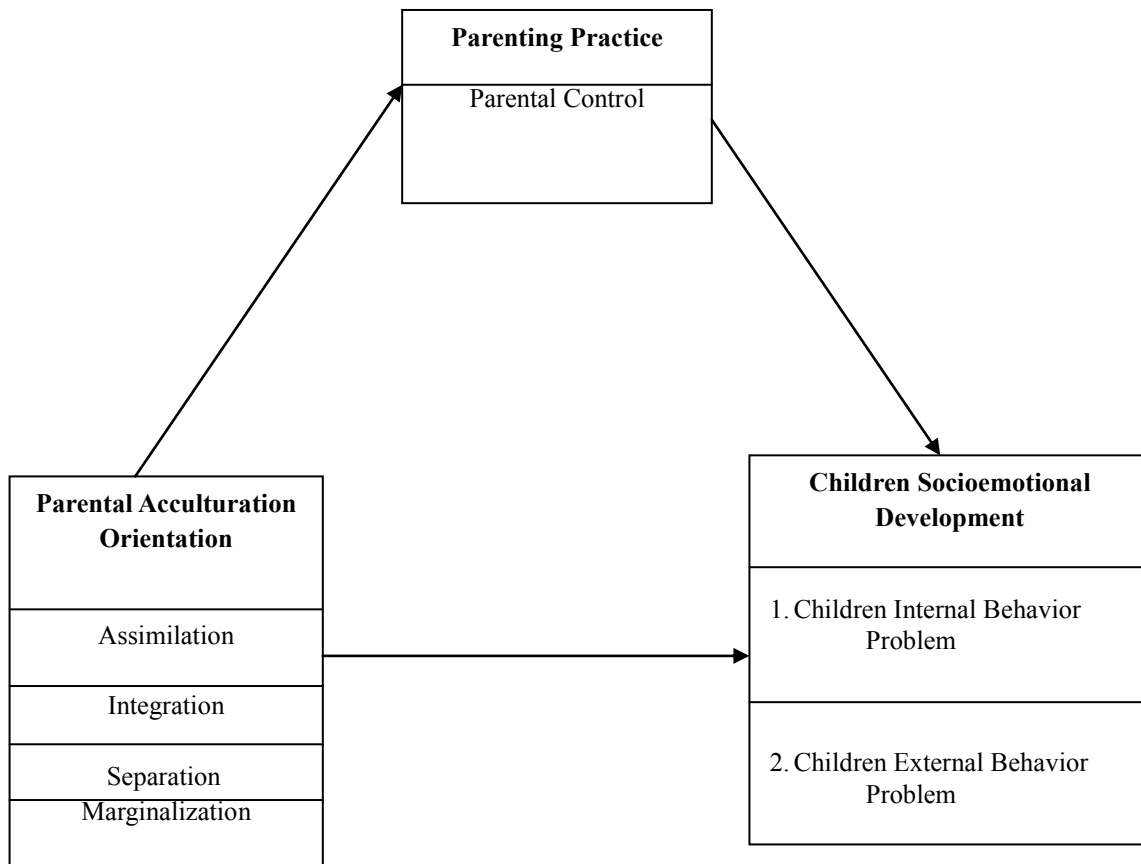
Thus, current study addressed the issue of Mongolian parents' acculturation attitude, parenting practice and how parenting practice is influenced by Korean culture and the outcome on socioemotional development of their children.

## **CHAPTER 3. CONCEPTUAL FRAMEWORK AND REASEARCH**

### **QUESTIONS**

Accurate assessment of acculturation of Mongolian immigrants should include both measure of adaptation to Korean culture and measure of maintenance of Mongolian culture and their traditional beliefs. Measurement should include assessment of behavior, such as eating Mongolian/ Korean food, assessment of cross – cultural skills, such as Korean language usage, essentially sociocultural adaptation (Ward, 1996; Ward and Kennedy, 1993). The main objective of the present study is to examine relationship between parental cultural orientation and children's socioemotional development. It also tries to explain the parenting practice as potential mediating factors between parental acculturation and socioemotional development, therefore it is important to establish significant link between (1) parental acculturation and socioemotional development of children, (2) parental acculturation and parenting practice, (3) parenting practice and socioemotional development. The first linkage is relationship between parental acculturation and children's socioemotional developmet. Measures of parental acculturation concepts include assimilation, integration, separation and marginalization strategy. Children's socioemotional developent used two variables which are “ external behavior problem”, and “internal behavior problem”.

The second linkage is relationship between parental acculturation strategy and parenting practice. Cultural adaptation may affect the parenting practice depending on the depth of acculturation level of the parents. The third linkage is relationship between parenting practice and socioemotional development. This linkage describes the relationship of how parental acculturation affects socioemotional development of children.



**[Figure 3-1] Conceptual framework present study**

## **CHAPTER 4. RESEARCH METHOD**

### **4.1 Research procedure and Sampling**

A survey research was conducted in order to answer research questions. The population of the study was parents who have child of age from 4 to 18 and possess Mongolian nationalities. Survey was distributed to children's parents and primary care-taker. If household has more than one child between ages 4 to 18, the oldest child is the subject of the current survey. Mongolian children in the present study are defined as those whose parents are from Mongolia and have Mongolian citizenship. In the beginning, permission to carry out the sample selection was requested to the school and kindergarten at which Mongolians children are currently attending and Mongolian communities, churches. Those parents already have Korean nationalities and who have psychological problems and hesitate to take survey was excluded. The sampling procedures were following. Firstly, I visited those organizations which related Mongolian communities and explain response people about current study. After clearly explained purpose of the study, I distributed approval sheet to the community members. One week later, taking back approval sheet and distributed real questionnaire to participants who already signed approval sheet. I clearly explained the aim of study, contents of surveys to the parents. Totally, there were 250 approval sheets distributed and took back 200. Then, same amount of surveys distributed and 161 surveys were returned, of which 19 of them were incompletely filled. Therefore 142 completed surveys used as samples in the current study. The surveys were initially done by English, translated to Mongolian language, and finally revised two times to correct the vague terms. Data were collected from target mother or father from each participating families and from 29 churches, 3 local communities,

Mongolian middle school and kindergarten, 4 universities and 5 factories in Seoul and Gyonggi- do (province) area.

## 4.2 Measurements of the Variables

### 4.2.1 Independent Variable - Parental Acculturation

Based on the bi-dimensional model of acculturation, the present study used East Asian Acculturation Measure by Barry (2001). This scale was initially designed to measure acculturation of East Asian (Japanese, Chinese, and Koreans) immigrants in United States and it has based on Berry (1997) Acculturation Theory. It has totally 27 statements.

Self-report inventory Likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree) statements covers a variety of areas of adaptation, language using, friendship, etc. Barry (2001) measurements Cronbach's alpha for strategies are assimilation .77, marginalization .85, integration .74, separation .85 which means reliability is significantly higher than other acculturation measurements. Integration acculturation strategy looked few due to parents' tendency to socially desirable answer.

In present study used 27 statements to the Mongolian parents. [Table 4-1] shows this scale's reliability of current study, which was assessed using Cronbach's alpha.

**[Table 4- 1] Parental Culture Orientation Acculturation Scale's Reliability**

| Variables       | Numbers |   |    |    |    |    |    |    | Total | Cronbach $\alpha$ |
|-----------------|---------|---|----|----|----|----|----|----|-------|-------------------|
| Assimilation    | 1       | 5 | 9  | 13 | 17 | 21 | 24 | 27 | 8     | 0.72              |
| Integration     | 3       | 7 | 11 | 15 | 19 |    |    |    | 5     | 0.77              |
| Separation      | 2       | 6 | 10 | 14 | 18 | 22 | 25 |    | 7     | 0.69              |
| Marginalization | 4       | 8 | 12 | 16 | 20 | 23 | 26 |    | 7     | 0.71              |

#### 4. 2.2 Mediating Variable - Parenting Practice

The Child –Rearing Practice Report (CRPR) was developed by Block (1965). The original CRPR consists of 91, socialization–relevant statements measuring child rearing attitudes, values, behaviors, and goals in self report, Q-sort format with a forced–choice, and seven–step-distribution.

Rickel & Biasatti (1982) shortened the original CRPR into a less time consuming, user –friendlier measure. The modified CRPR consists 36 items and respondents, parents, are asked to indicate their degree of agreement with each statement on a 5-point Likert type scale. And present study used 18 items representing “control –related aspects of parenting practice” including punitive, nonuse of withdrawal of love, restricts and permits autonomy and the items describe parental child rearing attitudes and values and parents, are asked to indicate their degree of agreement with each statement on a 5-point Likert type scale.

[Table 4-2] shows this scale’s reliability of current study, which was assessed using Cronbach’s alpha. In present study, the alpha coefficients of the parental control were .72.

**[Table 4- 2] Parenting Practice Scale’s Reliability**

| Variables        | Related number in scale                      | Total | Cronbanch’s $\alpha$ |
|------------------|--|-------|----------------------|
| Parental Control | 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18 | 18    | 0.72                 |

#### **4.2.3 Dependent variables – Children’s Socioemotional Development**

The Child Behavior Checklist- CBCL/4-18 (Achenbach, 1991) has initially 118 problem items. Present study CBCL is for parents consisting 53 statements which were determined by the Achenbach, it describes how closely match (it is divided on 3 scale namely very true ‘2’, not true ‘0’ and somewhat true ‘1’) the object’s perception of themselves on their external behavior problems including delinquent and aggressive behavior, internal behavior problems consist withdrawal, somatic complaints and anxiety depression. Respondents were requested to rate the items that describe the child now or within the past 2 months. The instrument's reliability and validity (Achenbach, 1991) were confirmed for the Dutch situation (Verhulst et al., 1985).The Child CBCL is a device by which parents or other individuals who know the child well rate a child's problem behaviors and competencies. CBCL is well established, norm – referenced measure of child and adolescent problem behaviors. Internal behavior problem’s scores from 0 to 50 higher score indicating more internal problem. For the external problem behavior score rely between 0 and 56 higher score means more external behavior problems. [Table 4-3] shows this scale’s reliability of current study, which was assessed using Cronbach’s alpha. The alpha coefficients of the present study were .83 for child internal behavior problem and .86 for child external behavior problem.

**[Table 4- 3] Children Socioemotional Development Scale's Reliability**

| Variables                       | Related number in scale   | Total | Cronbach<br>$\alpha$ |
|---------------------------------|---|-------|----------------------|
| Child Internal Behavior Problem | 1.3.4.6.14.15.16.17.19.23.24.25.27.27.<br>31.34.35.40.42.45.50.51.52.53           | 25    | 0.83                 |
| Child External Behavior Problem | 2.5.7.8.9.10.11.12.13.18.20.21.22.28.29.30<br>32.33.36.37.38.39.41.43.44.46.47.48 | 28    | 0.86                 |

#### 4. 2.4 Control variables

Control variables of the present study are Mongolian parent's age, education and length of stay in Korea, children's age and gender as well as family income. These variables were included; since they were affect children's socioemotional development as well as parents' acculturation levels from the previous studies (Berry, 1997; Balaguru, 2004)

Parent's age : parent's age categorized into four groups; 20-29 years old coded as '1', 30-39 years old coded as '2', 40-49 and over 50s coded as '3'<sup>4</sup> to statistical analysis considered continuous variable.

Parent's length of stay – Parents stay in Korea analyzed by years considered as continuous variable in statistical analysis.

Parents' education – Parents education divided two group below college degree coded as '0' and higher education coded as '1' considered as dummy variable in statistical analysis.

Children's age: Age ranged from 4 to 18 years old, based on school enrollment under 7 years old which is preschool children as coded '1', 8-10 (elementary school lower grade) years old children coded as '2', 11-13 (elementary school upper grade) years old children

<sup>4</sup> Over 50s 2people combined group with 40-49s coded as '3'



coded as '3', 14-16 (middle school) years children coded as '4' and over 17 years old (high school) children coded as '5' considered continuous variable.

Children's gender: male children coded as 0 and female children coded as 1 considered dummy variable.

Family income: Family income was assessed in one million Korean won increments using 6 point scale, (1) 1 million or under to won (2) over 1 to 2 million won (3) over 2 to 3 million won (4) over 3 to 4 million won (5) over 4 to 5 million (6) more than 5 million won.

### **4.3 Analytic technique**

After collecting data, coding, data cleaning and error checking, data were analyzed by Using SPSS 21 statistical package program. Children's socioemotional development was considered dependent variable and main variables were parental acculturation level (assimilation, integration, separation and marginalization) and parenting practice (parental control).

Firstly, test of reliability on each scale used in the current study was performed. Secondly, for all variables, including socio-demographic variables, descriptive statistics such as frequencies, percentage, mean, and standard deviation were conducted. Moreover, a correlation analysis was conducted to examine the bivariate relationships between the major variables. Thirdly, multivariate regression analysis were run to examine 1) association between parental acculturation level and children's socioemotional development 2) association between parental acculturation and their parenting practice 3) parenting practice how it's mediate between parental acculturation and children's socioemotional development.

All data's were eligible for the basic assumptions for multivariate regression were carefully examined. At first, homoscedasticity and normality of the residuals were established by checking the scattered plot and histograms. Next, the statistics conducted by Durbin-Watson test indicated approximate to 2, which confirmed the independence of the residuals. In addition, multicollinearity test among independent variables were conducted and VIF was less than 10, which seems to be small possibility of multicollinearity among independent variables. All hierarchical regression analysis contributed basic assumptions.

## **CHAPTER 5. RESEARCH FINDINGS**

### **5.1 Analytic findings**

The participants in the current survey were Mongolian Immigrant parents living in South Korea who have a child from 4 to 18 years old. Initially, 250 surveys were distributed to Mongolian communities such as those available in churches, associations, Mongolian school, and kindergarten. Out of 250 surveys, 161 surveys were returned to the researchers, of which 19 of them were incompletely filled. Therefore 142 completed surveys used as samples in the current study. Socio-demographic variables covered parents' education, occupation and both parents and children's age, length of stay in Korea and family income, family and school type. For the parents age 30-39 years old made the majority of the samples with 104 people (73.2%) followed by those with age of 40-49 years old 25 (17.6%) , 20-29 years old 11 (7.7%), and over 50 years old 2 (1.4%) people respectively. Most parents were university graduates with 44.4 % having undergraduate degree and those with master and PhD degree accounts' for 20.4 % and 3.1% of the samples, respectively. The remaining parents had middle school education (4.2%), high school education (14.2%) and college degree education (14.4%). The numbers of family members where the parents and children were living with are also taken into consideration for the current study. Majority of the families consists of 4-6 members which account for 61.9 % of the samples followed by 1-3 family members with 35.3 % and more than 7 family members which makes up for 2.8 % of the samples.

**[Table 5-1] Individual and Family Characteristics of the Sample**

| Variables                     |                        | Frequency | Percentage% |
|-------------------------------|------------------------|-----------|-------------|
| Parent's age                  | 20-29                  | 11        | 7.7         |
|                               | 30-39                  | 104       | 73.2        |
|                               | 40-49                  | 25        | 17.6        |
|                               | 50~                    | 2         | 1.4         |
|                               | Total                  | 142       | 100         |
| Parent's education            | Middle school          | 6         | 4.2         |
|                               | High school            | 20        | 14.2        |
|                               | College                | 19        | 13.4        |
|                               | University             | 63        | 44.4        |
|                               | Master degree          | 29        | 20.4        |
|                               | Doctor or more         | 5         | 3.1         |
|                               | Total                  | 142       | 100         |
| Stay in Korea<br>by years     | 1-3                    | 31        | 21.8        |
|                               | 4-6                    | 44        | 31.0        |
|                               | 7-9                    | 48        | 33.8        |
|                               | More than 10           | 19        | 13.4        |
|                               | Total                  | 142       | 100         |
| Family member<br>(per person) | 1-3                    | 50        | 35.3        |
|                               | 4-6                    | 88        | 61.9        |
|                               | More than 7            | 4         | 2.8         |
|                               | Total                  | 142       | 100         |
| Parents job status            | Company                | 25        | 17.6        |
|                               | Factory                | 11        | 7.7         |
|                               | Part -time             | 28        | 19.7        |
|                               | Religious organization | 2         | 1.4         |
|                               | Own business           | 9         | 6.3         |
|                               | Study                  | 37        | 26.1        |
|                               | Other                  | 23        | 16.3        |
|                               | At home                | 7         | 4.9         |
|                               | Total                  | 142       | 100         |
| Marital status                | Married                | 122       | 85.9        |
|                               | Separated              | 7         | 4.9         |
|                               | Widow                  | 4         | 2.8         |
|                               | Divorced               | 9         | 6.3         |
|                               | Total                  | 142       | 100         |
| Family type                   | Single parent          | 45        | 31.7        |
|                               | Both parents           | 97        | 68.3        |
|                               | Total                  | 142       | 100         |
| Family income<br>(million)    | up to 1                | 14        | 9.9         |
|                               | 1-2                    | 63        | 44.4        |
|                               | 2-3                    | 29        | 20.4        |
|                               | 3-4                    | 18        | 12.7        |
|                               | 4-5                    | 8         | 5.6         |
|                               | More than 5            | 10        | 7.0         |
|                               | Total                  | 142       | 100         |
| Language speak with<br>child  | Mongolian              | 65        | 45.8        |
|                               | Korean                 | 21        | 14.8        |
|                               | Both                   | 56        | 39.4        |
|                               | Total                  | 142       | 100         |

|                                |                         |     |      |
|--------------------------------|-------------------------|-----|------|
| Relationship with child        | Father                  | 35  | 22.3 |
|                                | Mother                  | 101 | 72.7 |
|                                | Care taker              | 6   | 5    |
|                                | Total                   | 142 | 100  |
| Child gender                   | Male                    | 80  | 56.2 |
|                                | Female                  | 62  | 43.8 |
|                                | Total                   | 142 | 100  |
| Region of children's residence | Seoul                   | 114 | 84.3 |
|                                | Geonggi-do              | 28  | 14.9 |
|                                | Other                   | 1   | 0.8  |
|                                | Total                   | 142 | 100  |
| Children birthplace            | Mongolia                | 94  | 66.2 |
|                                | Korea                   | 45  | 31.7 |
|                                | Other                   | 3   | 2.1  |
|                                | Total                   | 142 | 100  |
| School type                    | Mongolian               | 87  | 60.6 |
|                                | Korean                  | 27  | 19.0 |
|                                | Kindergarten            | 29  | 20.4 |
|                                | Total                   | 142 | 100  |
| Children's age                 | Under 7                 | 49  | 34.5 |
|                                | 8 to 10                 | 46  | 32.4 |
|                                | 11 to 13                | 27  | 19.0 |
|                                | 14 to 16                | 18  | 12.7 |
|                                | Above 17                | 2   | 1.4  |
|                                | Total                   | 142 | 100  |
| Children's language            | Only Mongolian          | 26  | 18.3 |
|                                | Only Korean             | 12  | 8.5  |
|                                | Both Mongolian & Korean | 104 | 73.2 |
|                                | Total                   | 142 | 100  |
| Child stay in Korea by years   | 1-3 year                | 53  | 37.3 |
|                                | 4-6 year                | 44  | 31.0 |
|                                | 7-9 year                | 33  | 23.2 |
|                                | more than 10 years      | 12  | 8.5  |
|                                | Total                   | 142 | 100  |

When we look at of how long the parents have been staying in Korea, 44 people (31.0%) have been staying for between 4-6 years, 31 people (21.8%) for 1-3 years, 48 (33.8) people for 7-9 years and the remaining 19 people (13.4.2%) have been living in Korea for more than 10 years. Most of the parents (47.9%) are workers, among which 19.7% are part-time workers, 17.6 % in the company and 7.7 % in the factory. Others are either still studying in the university with 26.1%, running their own business with 6.3%, or involved with other activities with 16.3%. Parents still maintaining their marital status account for

85.9% of the samples while 14.1% are widowed divorced or living separated with their spouse.

Children are either living with both parents (68.3%) or with only one of the parents (31.7%). Family with parent's income between 1-2 million won monthly account for 60.3 % , between 3-5 million monthly with 23.1 % , less than 1 million won monthly with 13.2% and more than 5 million month monthly with 3.3% of the sample. Survey respondents were mostly mothers 88 (72.7%) and fathers were 27 (22.3%) remaining 6 (5%) were care taker. Regarding of parents and children's current residence, in Seoul 114 (84.3%) and Geonggi province 28 (14.9%) and 1 (0.8%) from Jeollanamdu. In terms of child gender, while 80 (56.2%) male and 62 (43.8%) female.

They were 94 (66.2%) children born in Mongolia while 45 (31.7%) in Korea and 3 (2.1%) other place. For the school type total respondents 87 (60.6%) from Mongolian school and 27 (19.0%) Korean school remaining 29 (20.4%) were still attended preschool program and kindergarten.

For children's age they were 49 (34.5%) age between 4 to 7, 51 (35.9%) children are age between 8 to 11, 37 (26.1%) were 12 to 15 years old and rest 5 (3.5%) were age between 16 to 18 years old.

There are 26 (18.3%) children can speak only Mongolian and 12 (8.5%) were able to speak only Korean, the rest 104 (73.2%) can speak both Mongolian and Korean language. For the children's length of stay Korea is following, they are 53 (37.3%) stayed Korean 1to 3 years and 44 (31.0%) stayed 4to 6 years and 33 (23.2 %) were stayed 7 to 9 years and remaining 12 (8.5%) were stayed more than 10 years.

## 5.2 Descriptive findings of Major variables

The major variables of current study are 1) parental acculturation attitude 2) children's socioemotional development (including external and internal behavior problem and 3) parenting practice. This session included each variable's mean score and standard deviation, frequency percentage. For the parental acculturation attitude the numbers of questions were different. Therefore raw score were converted to mean score for adequate result of parent's acculturation strategy. Percent of the acculturation strategies are comparatively very closer each other.

**1) [Table 5-2] Descriptive statistic of Parental Acculturation Attitude**

| Variables       | Mean | S.D  | Minimum | Maximum | Skewness | Kurtosis |
|-----------------|------|------|---------|---------|----------|----------|
| Assimilation    | 2.64 | 0.56 | 1.25    | 4.38    | 0.48     | 0.38     |
| Integration     | 3.49 | 0.72 | 2.00    | 5.00    | 0.20     | 0.12     |
| Separation      | 3.30 | 0.52 | 2.14    | 5.00    | 0.21     | 0.21     |
| Marginalization | 2.73 | 0.70 | 1.00    | 5.00    | 0.40     | 0.89     |

Parental acculturation variables consist of assimilation, integration, separation and marginalization strategy. The calculated mean values are 2.64, 3.49, 3.30 and 2.73 and the calculated standard deviation values are 0.56, 0.72, 0.52 and 0.70 for assimilation, integration, separation and marginalization strategy, respectively. The data normality requires that value of skewness and kurtosis must be less than 3 and 10, respectively. The absolute value of skewness and kurtosis from each acculturation strategy falls in the range of 0.20 to 0.48 and from 0.12 to 0.89, respectively which means none of those results violates the requirement of data normality distribution.

**2) [Table 5-3] Descriptive statistic of Children's Socioemotional Development**

| Variables                 | Mean  | S.D  | Minimum | Maximum | Skewness | Kurtosis |
|---------------------------|-------|------|---------|---------|----------|----------|
| Internal behavior problem | 11.26 | 6.38 | 0       | 42      | 1.43     | 3.75     |
| External behavior problem | 13.04 | 8.25 | 3       | 51      | 1.30     | 2.68     |

N=142

In regard to children's socioemotional development, the average score of internal behavior problem was 11.26 (SD=6.38) the minimum score was 0 and maximum score was 42, for the external behavior problem was slightly higher than internal behavior problem 13.04 (S.D = 8.25) with minimum score was 3 and maximum 51.

**[Table 5-4] Descriptive statistic of parenting practice**

| Variables        | Mean  | S.D  | Minimum | Maximum | Skewness | Kurtosis |
|------------------|-------|------|---------|---------|----------|----------|
| Parental control | 62.67 | 6.33 | 37      | 78      | 0.41     | -0.03    |

In regard to parenting practice, the average score of parental control mean of the score was 62.67 (S.D=6.33) with minimum 37 and maximum 78.



## 5.3 Correlation Matrix of Major Variables

### *Bivariate Analysis (Pearson Correlation Coefficients)*

Pearson coefficients were used to analyze the correlation between major variables of the current study, shown in the [Table 5- 5]

According to Gujarati (2010) if correlation between main variables is in excess of 0.8, there could have possibility of multicollinearity between variables. However, there are not found such degree in correlation matrix in our study. In addition result of Tolerance test, which was generally used to detect multicollinearity, indicated that the possibility of presence of multicollinearity was very small, since VIF (Variance Inflation Factors) of major variables, ranged from 1.079 – 6.001 which well below 10 and the tolerance statistics all well above 0.2. Therefore we can safely conclude there is no collinearity within our variables.

Assimilation acculturation attitude was positively related with both parent ( $r=.46$ ,  $p<.01$ ) and children ( $r=.33$ ,  $p<.01$ ) length of stay and negatively related with children's external behavioral problem ( $r= -.20$ ,  $p<.05$ ). Separation acculturation strategy was negatively related with both parent's ( $r=-.23$ ,  $p<.01$ ) and children's ( $r=-.35$ ,  $p<.01$ ) and also negatively related with children's internal behavior problem ( $r= .29$ ,  $p<.01$ ). Marginalization acculturation strategy was positively related with children's external behavior problem ( $r=.27$ ,  $p<.01$ ) as well as internal behavioral problem too ( $r=.20$ ,  $p<.01$ ). Among control variables parent's length of stay and their age are associated with parental acculturation attitude. For the children, their age and length of stay in Korea is associated with both external and internal behavior problem.

**[Table 5-5] Correlation matrix of the major variables**

|                           | Age     | PLS     | Edu   | Family income | Child's age | Child's gender | Child's Length of stay by year | Assi    | Integ   | Sepa    | Margi  | PC     | CIBP   | CEBP |
|---------------------------|---------|---------|-------|---------------|-------------|----------------|--------------------------------|---------|---------|---------|--------|--------|--------|------|
| Age                       | 1       |         |       |               |             |                |                                |         |         |         |        |        |        |      |
| Parents length of stay    | .444**  | 1       |       |               |             |                |                                |         |         |         |        |        |        |      |
| Education                 | -.214*  | -.116   | 1     |               |             |                |                                |         |         |         |        |        |        |      |
| Family income             | .030    | .108    | .086  | 1             |             |                |                                |         |         |         |        |        |        |      |
| Child's age               | .312**  | .293**  | -.079 | .038          | 1           |                |                                |         |         |         |        |        |        |      |
| Child's gender            | .141    | .046    | .068  | -.113         | .193*       | 1              |                                |         |         |         |        |        |        |      |
| Assimilation              | .178*   | .484**  | -.143 | .098          | .194*       | .063           | .335**                         | 1       |         |         |        |        |        |      |
| Integration               | -.071   | .088    | .132  | -.073         | -.023       | .057           | .004                           | -.352** | 1       |         |        |        |        |      |
| Separation                | -.229** | -.313** | -.057 | -.032         | -.353**     | -.102          | -.243**                        | -.365** | -.340** | 1       |        |        |        |      |
| Marginalization           | .100    | -.265** | .078  | .004          | .190*       | -.018          | -.108                          | -.325** | -.302** | -.314** | 1      |        |        |      |
| Parental control          | .217*   | .297**  | -.036 | -.039         | .125        | -.121          | .140                           | .309**  | .152    | -.301** | -.172* | 1      |        |      |
| Internal behavior problem | .268**  | .228**  | -.030 | .053          | .183*       | -.102          | .193*                          | .177*   | -.078   | -.298** | .207*  | .253** | 1      |      |
| External behavior problem | -.002   | -.219** | .051  | -.008         | -.119       | -.102          | -.299*                         | -.396** | .088    | .142    | .274** | -.125  | .542** | 1    |

Assi- Assimilation Acculturation Strategy, Int- Integration Acculturation Strategy, Sep-Separation Acculturation Strategy, Mar- Marginalization

PC – Parental Control,

CIBP – Children Internal Behavior Problem, CEBP – Children External Behavior Problem

CLS – Children Length of stay

## 5.4 RESEARCH ANALYSIS

The four strategies of acculturation as independent variables used in the present study are assimilation, integration, separation, and marginalization. The dependent variable consists of children's external and internal behavior problems, which include children aggressiveness, anxiety related with depression, delinquent and withdrawal behaviors. The hierarchical regression analysis was conducted on children's socioemotional development, entering of parental acculturation attitude in order to test answer research questions. Data were analyzed in continuous form, in order to maximize power and treat the data as naturally as possible. Controlling variables are expected to give impact on the relationship between parental acculturation strategies and children's socioemotional development.

The core research questions in present study were investigated through regression analysis between variables.

### 5.4.1 [Research question 1] How does parental acculturation affect children's socioemotional development?

Parental Acculturation Strategy to Child Internal/External Behavior Problem

$$Y_1 = \alpha + \beta_1 \text{ parent's age} + \beta_2 \text{ parent's education} + \beta_3 \text{ parent's length of stay in Korea} + \beta_4 \text{ Child age} + \beta_5 \text{ Child gender} + \beta_6 \text{ Family income} + \beta_7 \text{ Parental acculturation (Assimilation, Integration, Separation and Marginalization)}$$
$$Y_2 = \alpha + \beta_1 \text{ parent's age} + \beta_2 \text{ parent's education} + \beta_3 \text{ parent's length of stay in Korea} + \beta_4 \text{ Child age} + \beta_5 \text{ Child gender} + \beta_6 \text{ Family income} + \beta_7 \text{ Parental acculturation (Assimilation, Integration, Separation and Marginalization)}$$

$Y_1$  – Children internal behavior problem

$Y_2$  – Children external behavioral problem

Four strategies of acculturation as independent variables used in the present study

are assimilation, integration, separation and marginalization.

Regression equation of Model 1 and Model 2 were designed to examine the effects of parental acculturation strategies on children's internal and external behavior problem. Other variables such as parent's age, parent education, parent length of stay in Korea, child age, child gender, child length of stay in Korea, family income were held constant.

In the [model 1], 8.7 percent of the variance of children internal behavior problem was explained by this model ( $p < .05$ ). Among parental acculturation strategies marginalization strategy was found to be significantly positively related with children internal behavior problem ( $\beta = .176$ ,  $p < .05$ ) compare to other strategies. That is, the average score of children internal behavior problem predicted to increase by 2.56 point when mean score of parent's marginalization strategy goes up by one unit, while other variables were held constant.

In the [model 2], 14.1 percent of the variance of children external behavior problem was explained by this model ( $p < .05$ ). There are assimilation strategy was found to be negatively associated with children's external behavior problem ( $\beta = -.258$ ,  $p < .05$ ). That is, the average score of children's external behavior is predicted to decreases by 4.45 point when the mean score of assimilation acculturation strategy increases by one unit.

Oppositely, separation strategy was found to be positively related with children's external behavior problem ( $\beta = .183$ ,  $p < .05$ ). That is, the average score of children's external behavior is predicted to increase by 3.38 point when the mean score of separation acculturation strategy increases by one unit. Moreover, again marginalization strategy was found to be positively related with children external behavior problem ( $\beta = .228$ ,  $p < .05$ ). This means the average score of children external behavior problem predicted to increase by 3.15 point when the mean score of marginalization strategy increases by one unit, while

other variables were held constant.

Parent who have marginalization acculturation strategy children are more behavior problem than other acculturation strategies. So as marginalization acculturation strategy increase so did children internal and external behavior problem.

**[Table 5-6] Relationship between Parental Acculturation and Children's Internal and External behavior Problem**

|                         |                      | Internal Behavior Problem |       |         | External Behavior Problem |       |         |
|-------------------------|----------------------|---------------------------|-------|---------|---------------------------|-------|---------|
|                         |                      | Model 1                   |       |         | Model 2                   |       |         |
|                         |                      | B                         | S.E   | $\beta$ | B                         | S.E   | $\beta$ |
| Control variables       | Parent age           | .400                      | .179  | .212*   | .181                      | .165  | .101    |
|                         | Parent education     | 2.108                     | 1.881 | .096    | -.277                     | 1.730 | -.013   |
|                         | Parent stay in Korea | .330                      | .336  | .104    | -.170                     | .309  | -.057   |
|                         | Child age            | .257                      | .284  | .084    | -.073                     | .261  | -.025   |
|                         | Child gender         | -3.508                    | 1.735 | -.170*  | -1.483                    | 1.595 | -.076   |
|                         | Family income        | -.005                     | .006  | -.001   | .004                      | .005  | .069    |
| Independent Variables   | Assimilation         | .496                      | 1.866 | .027    | -4.450                    | 1.715 | -.258*  |
|                         | Integration          | .052                      | 1.311 | .004    | .523                      | 1.206 | .039    |
|                         | Separation           | .059                      | 1.838 | .003    | 3.381                     | 1.690 | .183*   |
|                         | Marginalization      | 2.567                     | 1.341 | .176*   | 3.151                     | 1.233 | .228*   |
| Constant                |                      | 18.857                    |       |         | 31.220                    |       |         |
| F                       |                      | 2.345*                    |       |         | 3.317*                    |       |         |
| R <sup>2</sup>          |                      | .152*                     |       |         | .202*                     |       |         |
| Adjusted R <sup>2</sup> |                      | .087                      |       |         | .141                      |       |         |
| R <sup>2</sup> change   |                      | .152                      |       |         | .202                      |       |         |

\*p<.05, \*\*p<.01, \*\*\* p<.001 (two-tailed)

The results from [Model 1] and [Model 2] show that parental acculturation attitudes are directly related to children's both internal and external behavior problem.

In brief, there are relationships between parental acculturation strategies and children's internal and external behavioral problems. Further, present study needs to investigate relationship between parental acculturation strategies and parenting practice according to [Research Question 2].

#### 5.4.2 Relationship between Parental Acculturation Strategy and Parenting Practice

**[Research question 2] How does parental acculturation affect parenting practice?**

##### Acculturation and Parenting practice

$$Y = \alpha + \beta_1 \text{ parent's age} + \beta_2 \text{ parent's education} + \beta_3 \text{ parent's length of stay in Korea} + \beta_4 \text{ Child age} + \beta_5 \text{ Child gender} + \beta_6 \text{ Family income} + \beta_7 \text{ parental control}$$

Y – Parental Acculturation Strategy

In the [Model 3], 8.9 percent of the variance of parental control was explained by this model ( $p < .05$ ). Among parental acculturation strategies only assimilation strategy was found positive relationship with parental control ( $\beta = .201$ ,  $p < .05$ ). That is, the average score of children's external behavior is predicted to increase by 2.85 point when the mean score of assimilation acculturation strategy increases by one unit. Among parental acculturation strategies assimilation strategy was higher control than others acculturation strategies.

**[Table 5-7] Relationship between Parental Acculturation and Parental Control**

|                         |                      | Parental Control |       |         |
|-------------------------|----------------------|------------------|-------|---------|
|                         |                      | Model 3          |       |         |
|                         |                      | B                | S.E   | $\beta$ |
| Control variables       | Parent age           | .263             | .140  | .179*   |
|                         | Parent education     | .470             | 1.464 | .027    |
|                         | Parent stay in Korea | .247             | .261  | .100    |
|                         | Child age            | .135             | .221  | .057    |
|                         | Child gender         | -2.595           | 1.350 | -.161*  |
|                         | Family income        | -.005            | .004  | -.106   |
| Independent Variables   | Assimilation         | 2.856            | 1.452 | .201*   |
|                         | Integration          | .307             | 1.021 | .028    |
|                         | Separation           | .943             | 1.431 | .062    |
|                         | Marginalization      | -1.564           | 1.044 | -.138   |
| Constant                |                      | 47.391           |       |         |
| F                       |                      | 2.374*           |       |         |
| R <sup>2</sup>          |                      | .153*            |       |         |
| Adjusted R <sup>2</sup> |                      | .089             |       |         |
| R <sup>2</sup> change   |                      | .153             |       |         |

\*p<.05 \*\*p<.01 \*\*\* p<.001 (two-tailed)

Overall, regression analysis result [Model 1] to [Model 3] partially answered the research question 1 and 2. To answer Research Question 3 present study need to establish one more regression analysis.

### 5.4.3 Mediating effects of Parenting Practice

In this section, the final conditional model was tested to explore the mediating mechanisms of parenting practice for each parental acculturation strategy on children's

socioemotional development of the children. Previous findings show that correlation exists between parental acculturation with socioemotional development of the children and parental acculturation with parenting practice.

To gain more adequate result, one more step to examine how parental practice affects the children's internal and external behavior problem is required. According to Baron and Kenny (1986) the following conditions should be met to establish a mediating effect:

1. The independent variables should be significantly correlated with dependant variables
  2. The independent variables should be significantly correlated with mediating variables
  3. Mediating variables should be correlated with dependant variables (by holding constant direct effect of independent variables on dependent variable)
  4. Determining the mediating effect by conducting a multiple regression analysis, predicting dependent variables from both mediating variables and independent variables.
- Complete mediation occur when independent variables is no longer with correlated with dependent variables when mediating variables are removed. Partial mediation occurs when the correlation between independent variables and dependent variables decreased with introduction of mediating variables.

$$\begin{aligned} \textcircled{1} \quad & Y = i_1 + cX + e_1 \\ \textcircled{2} \quad & Y = i_2 + aM + e_2 \\ \textcircled{3} \quad & Y = i_3 + c'X + bM + e_1 \\ \textcircled{4} \quad & Y = c - c' > 0 \end{aligned}$$



According to third condition of mediating variable, association between parental control on children's internal and external behavior problem was examined in [Model 4] and [Model 5], respectively.

To examine mediating variable, hierarchical regression was performed between parental control and children internal and external behavior problem. In the [Model 4], 13.8 percent of variance of parental control was explained by statistical value of  $p < .001$ . Parental control was found to be positively associated with children's internal behavior problem ( $\beta = .212$ ,  $p < .05$ ). That is, the average score of children internal behavior problem is predicted to increase by 2.73 point when the mean score of parental control increases by one unit. However, there are no significant relationship was found between parental control and children external behavior problem in [Model 5], which means regression analysis was insignificant.

Parental control represents parenting practices and socioemotional development consists of internal and external behavior problem. The findings are shown in [Table 5-8]

However, from [Model 1] to [Model 5] there is no relationship was found to establish the mediating mechanisms of parenting practice for each parental acculturation strategy on children's socioemotional development of the children.

Therefore, present study can conclude that there are no mediating effects of parental control between parental acculturation strategy and children socioemotional development.

**[Table 5-8] Relationship between Parental Control and Children's Internal and External Behavior Problem**

|                         |                      | Model 4                   |       |         | Model 5                   |       |         |
|-------------------------|----------------------|---------------------------|-------|---------|---------------------------|-------|---------|
|                         |                      | Internal Behavior Problem |       |         | External Behavior Problem |       |         |
|                         |                      | B                         | S.E   | $\beta$ | B                         | S.E   | $\beta$ |
| Control variables       | Parent age           | .365                      | .167  | .202*   | .290                      | .178  | .156    |
|                         | Parent education     | 1.906                     | 1.747 | .091    | .747                      | 1.885 | .035    |
|                         | Parent stay in Korea | .111                      | .263  | .035    | -.685                     | .445  | -.221   |
|                         | Child age            | .301                      | .253  | .103    | -.198                     | .271  | -.066   |
|                         | Child gender         | -2.703                    | 1.650 | -.137   | -1.988                    | 1.764 | -.098   |
|                         | Family income        | .292                      | .601  | .040    | .347                      | .642  | .046    |
| Mediating Variable      | Parental control     | .273                      | .108  | .212*   | -.036                     | .107  | -.030   |
| Constant                |                      | 13.889                    |       |         | 45.464                    |       |         |
| F                       |                      | 3.710**                   |       |         | 1.515                     |       |         |
| R <sup>2</sup>          |                      | .162**                    |       |         | .084                      |       |         |
| Adjusted R <sup>2</sup> |                      | .104                      |       |         | .028                      |       |         |
| R <sup>2</sup> change   |                      | .155                      |       |         | .084                      |       |         |

\*p<.05 \*\*p<.01 \*\*\*p<.001 (two-tailed)

## **5.5 Summary of Findings**

The statistical findings of present study are based on the following study questions.

### **5.5.1 [Question 1] How is parental acculturation strategies (assimilation, integration, separation and marginalization) associated with children socioemotional development?**

This study examined the contemporaneous relationship between parental acculturation strategy (assimilation, integration, separation marginalization) on both parenting practice and children's socioemotional development among Mongolian families in South Korea. Direct association between parental acculturation and children's socioemotional development was also observed. According to the present study, assimilation strategy is related with more parental control and children whose parents adopted Korean culture more than other acculturation groups, whereas it assimilation acculturation strategy has negative relationship with children's external behavioral problem. There is significant positive relationship found between separation acculturation strategy and children's external behavior problem. This means Mongolian parents who still maintain only their original culture not adapting Korean mainstream culture children tend to exhibit more external behavior problem.

Interesting results were obtained from marginalization acculturation strategy. First of all, children whose parents adopted marginalization strategy demonstrated both internal and external behavior problem. Marginalized parents feels that identity loss and isolation from both the mainstream and their original culture. Consequently, they may feel uncomfortable, unfairly treated and insecure in the mainstream culture with respect to the values that are generally accepted (valid or consistent) by either Mongolian or Korean society.

On the contrary, the results from integration acculturation strategy suggest that parents who adopt the host culture and feel comfortable with their original culture actively participate in events related to both cultures (Mongolian and Korean) and are not related with children's behavior problems. The current result is consistent with the previous ones which suggest that the integration acculturation is a desirable strategy to minimize the children's behavior-related problem.

Assimilation strategy with less emphasis on heritage culture or marginalization strategy with less emphasis on host culture tends to impose more behavioral problems to the children. The results give insights that the heritage culture still plays an important role to the life of both immigrant parents and their children. The results are also supported by those of Ayman and Kanungo (1998) that showed parents who adopted assimilated acculturation style, which means giving up their original cultural heritage and reliance on the host culture, had children with the most behavioral problems.

#### **5.5.2 [Question 2] How is parental acculturation level (assimilation, integration, separation and marginalization) associated with parenting practice (parental control)?**

Our second goal is to determine whether or not and to what extent parental acculturation affects the parenting style. It is mentioned in the previous study that parenting practice was influenced by the ethnic and cultural background where the parents' everyday life takes place. Indeed, the immigrants' parents are experiencing the process of reconstructing their parenting values, attitudes, and behaviors while they are adjusting to the new host culture (Bornstein & Cote, 2006). Mongolian parents mostly implemented low level of control which emphasized individualistic immunity from family obligation and duty to their children. Mongolian parents who adopted more assimilation acculturation strategy apply the most-controlling (strict) parenting style than parents who adopted other

acculturation strategies. Parents who stayed longer in Korea tend to adopt assimilation strategy altogether with higher parental control than other parents who adopt other strategies. Moreover, parental control negatively affects children's external problem.

Adapting host culture was found to play an important role to social life aspects of the children especially those related with external behavior problem. Parents who gave up their original culture and also faced challenges to adapt in the host culture showed less parental control to their children.

### **5.5.3 [Question 3] To what extent do the effects of parental acculturation on child's socioemotional development be explained by parenting practice?**

This question examines the effects of parental acculturation strategy on children's socioemotional development and parental acculturation strategy on parenting practice as well as the effect of parenting practice to the children socioemotional development. Three steps hierarchical regression between assimilation acculturation strategy, children socioemotional development and parenting practice were conducted to answer the third question of the current study. Present study emphasized there are some direct effects found relationship between parental acculturation and children is socioemotional development. Assimilation strategy has negative relationship with children's external behavior problem and separation strategy has positive relationship with external behavior problem. Moreover, marginalization strategy has positive relationship with both internal and external behavioral problem. According to Baron and Kenny (1986) the following conditions should be met to establish a mediating effect. Therefore, Step 2, regression analysis was conducted between parental acculturation strategy and parenting practice. Only assimilation strategy was found positive relationship with parental control. Through

this result probability of mediating parental control was decreased. However, study needed to establish third step which is mediating variables should be correlated with dependant variables (by holding constant direct effect of independent variables on dependent variable). Regression analysis was conducted between parental control and children socioemotional development. Parental control was positive effect with internal behavior problem. Through those result, there are not sufficient evidence to conducted fourth step which is mediating effect by conducting a multiple regression analysis, predicting dependent variables from both mediating variables and independent variables.

Moreover, since assimilation acculturation strategy and children external behavior problem were negatively highly correlated each other. This result indicate that parents with assimilated acculturation strategies children are less external behavior problem with parental control mediated on children's internal behavior problem. Therefore, adapting to host culture has some accomplishment on children socioemotional development as well.

## **CHAPTER 6. CONCLUSION**

### **6.1 Parenting in culture diverse context**

The current study is the exploratory study about how parental acculturation and parenting practice affect the children's socioemotional development among Mongolian families in South Korea. Examination of the general cultural aspects of parenting practice such as parental control is paramount importance. Study also tries to highlight the importance of developing and testing the culture in regards to the general parenting concepts of Mongolian and Korean parents. Mongolian parents who maintained their heritage Mongolian culture acknowledge the importance of freedom and independence of their children that resulted less internal behavior problem but more external problem. To acquire a deeper understanding of immigrant families, it is therefore necessary to have at least basic knowledge of their heritage culture for developing and examining the parenting aspects that are specific to their heritage culture.

Majority of acculturations studies have focused on acculturation to the host culture that mainly follows a uni-dimensional model. However, the present study implements a bi-dimensional model to investigate the association between parenting practice and parent acculturation either toward their heritage culture or host culture. The parent samples in this study are irrelevant to each other with regard to their acculturation toward Korean or Mongolian culture. For example, parents who acculturate towards Mongolian culture emphasize more freedom and allow their children to managing their activities as much as possible those who acculturate toward Korean culture. Oppositely, parents who acculturate more toward Korean culture parents exhibit more control to their children compared to their counterparts who acculturate more toward Mongolian culture.

Moreover, from the other side, parents who gave up both host and original culture, and are marginalized from society, their children are likely to have higher internal and external behavior problem. Thus, we still conclude that heritage culture plays a significant role in both parents and children's daily life.

Previous studies have emphasized that integration acculturation strategy was shown to impose least acculturative stress than other acculturation groups followed by assimilation (medium acculturative stress) and both separation and marginalization strategy (highest acculturative stress) among immigrants in Canada (Berry, 1997; Berry et al., 1987; Dona & Berry, 1994).

The result from our study was partially supported previous acculturation and parenting and children behavioral outcome research's findings too. First, no relationship was observed between the integration acculturation strategy and children behavior problem. Second, children from parents who adopted marginalization strategy tend to exhibit more internal and external behavior problem than children from other parents groups. Third, a separation strategy was negatively related with parental control and lastly, assimilation acculturation strategy was positively associated with internal behavior problem and negatively related with parental control. On contrary, the previous study by 남효진 (2007) on Mongolian children's acculturation attitude demonstrates that the most children adopt assimilation strategy with 73.8% of proportion followed by integration separation and marginalization with proportion of (13.1%), (8.2%) and (4.9%), respectively. From this result current study may conclude that the acculturation process adopted by the parents and children are significantly differs to each other in another cultural context. The results from the present study showed that children whose parents adopted Korean culture through assimilation process exhibit less external behavior problem than other acculturation groups.



This is contrary to the belief that assimilation acculturation to the host culture is associated with inferior outcome of socioemotional development of the children. However, one of key requirements to have a healthy family atmosphere depends on the extent of how optimal the biculturalism is implemented.

## **6.2 Implications for social work practice and policies**

The results obtained from the present study will provide valuable insights for service providers who intend to develop programs or policies to help immigrant families and their children. Parents play an invaluable role in the development process of their children. Immigrant children who were born in Korea may exhibit identity confusion, feelings of discrimination among friends, lower self-esteem and higher behavior problems (남효진, 2007). Therefore acculturation strategy adopted by the parent is a major factor for healthy grown up children in society.

The life of immigrant children receives less considerable attention compared to those born from a multicultural family (Korean father or mother and other foreign mother and father). As the first known study to investigate the relationship between parental acculturation levels, parenting practice and children socioemotional development of Mongolian immigrant parents in South Korea, findings of this study might be able to provide new understanding of how internal and external behavior of the children, is greatly affected by their parent acculturation style and their parenting practice.

In Korea, many policies have been developed and implemented for the foreign wives and their children. Most of them mainly focus on how to adapt Korean culture through assimilation policies, although, there are no such programs dedicated for

immigrant children or their parents. Biculturalism could be one of the key to have healthy family atmosphere in foreign country. Therefore, it is important to establish new supporting policies for immigrant children and their parents if Korea is to become a complete multicultural society where immigrant parents can harmonically practice both their original and host cultural values. Successful implementation of such policies would be able to prevent social and behavioral disorder of children and adolescents.

This study which focuses on culture-general parenting practice proposes that young and middle age is critical period for behavior development of children. Findings on the diversity of parental acculturation strategy suggest the needs of certain policies for the immigrant parents and their children to prevent them being marginalized from the mainstream society. As children coming from the marginalized acculturation environment exhibit more internal and external behavior problems, the government should actively develop some policies that focus more on immigrant families and their children.

### **6.3 Study Strength and Limitations & Future research directions**

The current study has several strengths and limitations. Some limitation includes: that all data were collected via self-reporting measurement from the parents and were geographically limited only in Seoul-Gyeonggi Metropolitan area. Comparatively large numbers of Mongolian people are known to live in other major cities such as Pusan and Ulsan. Another limitation is probability of parents, as the only sources of information in the study, misrepresented the behavior problem of their children which could be due to reasons related with social desirability statements (Achenbach, 1992). In the future, it is necessary to use matched-sampling method for both immigrant parents and children. Inconsistency of level of analysis also becomes the limitation of the current study. Dependent variable is children level whereas independent variables are established with parent's acculturation level. Thus, multilevel analysis is a more appropriate method for such case instead of hierarchical liner regression currently used in the present study.

The current study also possesses some strength compared to majority of the previous ones. It is directly conducted on both immigrant parents and their children whereas the majority of previous studies focused only on the children related with their acculturation, school adjustment, acculturative stress or self-esteem. Therefore the current study is able to describe a more representative picture of parenting style. Another good point of the study is the inclusion of all indicators in acculturation attitude. The majority of previous studies considered acculturation as a linear model such as acculturation towards either only to the host culture or only to the original culture and often neglects marginalization acculturation strategy due to a socially undesirable outcome.

Future research incorporating issues of parenting style and parent children acculturation are required to create a more comprehensive model of influences on family

cohesiveness, conflict, and child behavioral problems. Also, it is vital for further research to focus on culture-specific parenting construction such as punishment inductive reasoning or obedience demanding is essential to be carried out in the future. Further longitudinal study is required due to the fact that acculturation itself is a continuous process. The length of stay of parent immigrant is highly correlated with acculturation strategy as observed in the present study. The target population of the present study is Mongolian children since they comprise one of the highest proportions among foreign immigrant children residing in South Korea. A study involving other immigrant children from different nationalities would be beneficial to provide a more adequate study about the life of the immigrant family.

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## APPENDIX A: Letter and Survey Questionnaire for Parents

Dear Parents,

My name is Gandolgor Batbaatar. I am a master student in Department of Social Welfare, College of Social Sciences of Seoul National University. I came to the South Korea from Ulaanbaatar in 2008, and I have completed all the courses for my master degree. I am currently working on my master research work, entitled “Effects of Parental Acculturation on Children’s Socioemotional Development among Mongolian Families in South Korea”. The purpose of this survey is to examine how Mongolian parents are acculturating in Korean society and how acculturation process impacts their children’s socioemotional development. More specifically, this survey will identify the acculturation strategy and parenting practice of Mongolian parents and how they are associated with Korean culture. I hope that I can address issues to promote the well-being of Mongolian children and parents by understanding their experiences in Korea.

I sincerely request your help to fill out questionnaires as a part of my master research work. It is in my understanding that the subject of this questionnaires are **a Mongolian immigrant mother / father / care taker of children who from Mongolia**. This 30-minute survey will identify your acculturation and parenting style by sharing your experiences and opinions about your life in Korea.

Your identity and answers are completely confidential. Only the grouped findings from the survey will be released as a part of my master thesis and academic articles. Please be informed that **you voluntarily participate in this survey and there are no rights or wrong answers. Please answer all the questions honestly according to your current circumstances**. If you have any questions during completing this survey, I will be very glad to help and talk with you. Please return the completed survey and your participation in this survey is greatly appreciated.

Thank you.

Sincerely,

Gandolgor Batbaatar

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**Demographic information**

- 1 How old are you? \_\_\_\_\_
  - 2 How long have you been in Korea ? \_\_\_\_\_
  - 3 How many people in your family?\_\_\_\_\_
  - 4 What is your highest education ?
    - a.I never go to school                      b. Elementary school
    - c. Middle school                              d. High school
    - e. College                                      f. University bachlor
    - g. Master degree                              h. Doctor and more
  - 5 What is your job status ?
    - a. Officially regular employee              b. Contracted labor
    - c. Student                                      d. At home
    - e. temporary job                              f. part time job
    - g. Religious organization                      h. Own business
    - i. other \_\_\_\_\_
  - 6 What is your marital status?
    - a. Married                                      b. Married but live separately
    - c. widowed                                      d. divorced                              e. never married
  - 7 This question asking about your family type please circle correct one
    - a. Child living in single paren family with or without siblings
    - b. Child living a two parent household with or without siblings
- Income: Would you like general estimate of the total monthly family income for you and for all family members
- 8 living with you, Considering income from all sources- from job, interest, rents, and so forth
    - a. Less than 1 million won                      b. One to theree million
    - c. Four to six million                              d. More than seven million
  - 9 What language do you speak with your child?
    - a. Mongolian      b. Korean                      c. Both Mongolian Korean      d. other

Next session is about your children information

- 10 What is your relationship with child please write
  - a. Father      b. Mother                      c. care taker      d. brother      e. sister      f. grandfather      g. grandmother
- 11 How old your child?\_\_\_\_\_
- 12 Your child sex      a. Male                      b. Female
- 13 Where was your child was born?
  - a. Mongolia      b. Korea                      c. other \_\_\_\_\_
- 14 Where do you live?\_\_\_\_\_city \_\_\_\_\_



- 15 When your child came to Korea \_\_\_\_\_ year \_\_\_\_\_ month
- 16 What language can your child speak?
- a. Mongolia    b. Korea    c. Mongolian Korean both    d. Other

# EAAM (East Asian Acculturation Measurements) by Barry (2001)

|    |   | SD | D | N | A | SA |
|----|---|----|---|---|---|----|
| 1  | I write better in Korean than in my native language Mongolian                       | 1  | 2 | 3 | 4 | 5  |
| 2  | Most of the music I listen to is Mongolian  | 1  | 2 | 3 | 4 | 5  |
| 3  | I tell jokes both in Korean and in my native language                               | 1  | 2 | 3 | 4 | 5  |
| 4  | Generally, I find it difficult to socialize with anybody, Mongolian or Korean       | 1  | 2 | 3 | 4 | 5  |
| 5  | When I am in my apartment/house, I typically speak Korean                           | 1  | 2 | 3 | 4 | 5  |
| 6  | My closest friends are Mongolian  | 1  | 2 | 3 | 4 | 5  |
| 7  | I think as well in Korean as I do in my native language                             | 1  | 2 | 3 | 4 | 5  |
| 8  | I sometimes feel that neither Mongolian nor Korean like me                          | 1  | 2 | 3 | 4 | 5  |
| 9  | If I were asked to write poetry, I would prefer to write it in Korean               | 1  | 2 | 3 | 4 | 5  |
| 10 | I prefer going to social gatherings where most of the people are Mongolian or Asian | 1  | 2 | 3 | 4 | 5  |
| 11 | I have both Korean and Mongolian friends  | 1  | 2 | 3 | 4 | 5  |
| 12 | There are times when I think no one understands me                                  | 1  | 2 | 3 | 4 | 5  |
| 13 | I get along better with Koreans than Mongolians                                     | 1  | 2 | 3 | 4 | 5  |
| 14 | I feel that Mongolians treat me as an equal more so than Koreans do                 | 1  | 2 | 3 | 4 | 5  |
| 15 | I feel that both Mongolian and Korean value me                                      | 1  | 2 | 3 | 4 | 5  |
| 16 | I sometimes find it hard to communicate with people                                 | 1  | 2 | 3 | 4 | 5  |
| 17 | I feel that Koreans understand me better than Mongolians do                         | 1  | 2 | 3 | 4 | 5  |
| 18 | I would prefer to go out on a date with Mongolians than with Koreans                | 1  | 2 | 3 | 4 | 5  |
| 19 | I feel very comfortable around both and Mongolian and Korean                        | 1  | 2 | 3 | 4 | 5  |
| 20 | I sometimes find it hard to make friends  | 1  | 2 | 3 | 4 | 5  |
| 21 | I find it easier to communicate my feelings to Koreans than to Mongolians           | 1  | 2 | 3 | 4 | 5  |
| 22 | I feel more relaxed when I am with Mongolians than when I am with Koreans           | 1  | 2 | 3 | 4 | 5  |
| 23 | Sometimes I feel that Mongolian or Korean do not accept me                          | 1  | 2 | 3 | 4 | 5  |
| 24 | I feel more comfortable socializing with Koreans than I do with Mongolians          | 1  | 2 | 3 | 4 | 5  |
| 25 | Mongolians should not date non- Mongolians  | 1  | 2 | 3 | 4 | 5  |
| 26 | Sometimes I find it hard to trust both Mongolian and Korean                         | 1  | 2 | 3 | 4 | 5  |
| 27 | Most of my friends at work/school are Koreans                                       | 1  | 2 | 3 | 4 | 5  |

Next session is related you and your child relationship, please circle most close one to you

## **Child – Rearing Practice Report (CRPR) – modified by Rickel & Biasatti (1982)**

1-never, 2-rarely, 3-sometimes, 4- very often, 5- always

|    |  | <b>N</b> | <b>R</b> | <b>S</b> | <b>V</b> | <b>A</b> |
|----|--|----------|----------|----------|----------|----------|
| 1  | I don't think that children of different sexes should be allowed to see each other naked               | 1        | 2        | 3        | 4        | 5        |
| 2  | I try to keep my child away from children or families whose ideas or values are different from our own | 1        | 2        | 3        | 4        | 5        |
| 3  | I believe that a child should be seen and not heard  | 1        | 2        | 3        | 4        | 5        |
| 4  | I do not allow my child to say bad things about his teacher  | 1        | 2        | 3        | 4        | 5        |
| 5  | I teach my child that in one way or another punishment will find him when he is bad                    | 1        | 2        | 3        | 4        | 5        |
| 6  | I do not allow my child to get angry with me   | 1        | 2        | 3        | 4        | 5        |
| 7  | I expect my child to be grateful and appreciate all the advantages s/he has                            | 1        | 2        | 3        | 4        | 5        |
| 8  | I believe children should not have secrets from their parents  | 1        | 2        | 3        | 4        | 5        |
| 9  | I teach my child to keep control of his feelings at all the time                                       | 1        | 2        | 3        | 4        | 5        |
| 10 | I dread answering my child's questions about sex   | 1        | 2        | 3        | 4        | 5        |
| 11 | I think a child should be encouraged to do things better   | 1        | 2        | 3        | 4        | 5        |
| 12 | I believe a child should be aware of how much I sacrifice for him                                      | 1        | 2        | 3        | 4        | 5        |
| 13 | I believe that scolding and critics make a child improve   | 1        | 2        | 3        | 4        | 5        |
| 14 | I do not allow my child to question my decision  | 1        | 2        | 3        | 4        | 5        |
| 15 | I let my child know how ashamed and disappointed I am when s/he misbehaves                             | 1        | 2        | 3        | 4        | 5        |
| 16 | I want my child to make a good impression on others  | 1        | 2        | 3        | 4        | 5        |
| 17 | I don't want my child to be looked upon as different from others                                       | 1        | 2        | 3        | 4        | 5        |
| 18 | I control my child by warning him about the bad things that can happen to her/him                      | 1        | 2        | 3        | 4        | 5        |

**Next questions are about your child please circle number that fits and indicate your own thoughts on your child**

**Achenbach, T.M (1991) Manual for Child Behavior Checklist for Parents**

|    |  | Never | Sometimes | Often |
|----|--|-------|-----------|-------|
| 1  | Argues a lot                                   | 0     | 1         | 2     |
| 2  | Bragging, boasting                             | 0     | 1         | 2     |
| 3  | Feels lonely                                   | 0     | 1         | 2     |
| 4  | Cries a lot                                    | 0     | 1         | 2     |
| 5  | Means to others                                | 0     | 1         | 2     |
| 6  | Deliberately harms self or attempts suicide    | 0     | 1         | 2     |
| 7  | Tries get attention                            | 0     | 1         | 2     |
| 8  | Destroys own things                            | 0     | 1         | 2     |
| 9  | Destroys things belonging to others            | 0     | 1         | 2     |
| 10 | Disobey to school                              | 0     | 1         | 2     |
| 11 | Disobey with parents                           | 0     | 1         | 2     |
| 12 | Doesn't feel guilty after misbehaving          | 0     | 1         | 2     |
| 13 | Jealous to other people                        | 0     | 1         | 2     |
| 14 | Fears he/she might think or do something bad   | 0     | 1         | 2     |
| 15 | Feels he/she has to be perfect                 | 0     | 1         | 2     |
| 16 | Feels or complains that no one loves him/her   | 0     | 1         | 2     |
| 17 | Feels worthless or inferior                    | 0     | 1         | 2     |
| 18 | Gets in many fights                            | 0     | 1         | 2     |
| 19 | Fears going to school                          | 0     | 1         | 2     |
| 20 | Breaks rules at home, school, or elsewhere     | 0     | 1         | 2     |
| 21 | Hangs around with others who get in trouble    | 0     | 1         | 2     |
| 22 | Lying or cheating                              | 0     | 1         | 2     |
| 23 | Nervous, high-strung, or tense                 | 0     | 1         | 2     |
| 24 | Too fearful or anxious                         | 0     | 1         | 2     |
| 25 | Feels dizzy or lightheaded                     | 0     | 1         | 2     |
| 26 | Physical problems without known medical cause: | 0     | 1         | 2     |
|    | a. Aches or pains                              | 0     | 1         | 2     |
|    | b. Headaches                                   | 0     | 1         | 2     |
|    | c. Feel sick                                   | 0     | 1         | 2     |
|    | d. Problem with eyes                           | 0     | 1         | 2     |
|    | e. Stomachaches                                | 0     | 1         | 2     |
|    | f. Vomiting                                    | 0     | 1         | 2     |
| 27 | Physically attacks people                      | 0     | 1         | 2     |
| 28 | Poor school work                               | 0     | 1         | 2     |
| 29 | Prefers being with older kids                  | 0     | 1         | 2     |
| 30 | Refuses to talk                                | 0     | 1         | 2     |

|    |  |   |   |   |
|----|--|---|---|---|
| 31 | Runs away from home                    | 0 | 1 | 2 |
| 32 | Screams a lot                          | 0 | 1 | 2 |
| 33 | Secretive, keeps things to self        | 0 | 1 | 2 |
| 34 | Self – conscious or easily embarrassed | 0 | 1 | 2 |
| 35 | Sets fires                             | 0 | 1 | 2 |
| 36 | Steals at home                         | 0 | 1 | 2 |
| 37 | Steals outside home                    | 0 | 1 | 2 |
| 38 | Stubborn, sullen, or irritable         | 0 | 1 | 2 |
| 39 | Suspicious                             | 0 | 1 | 2 |
| 40 | Swearing or obscene language           | 0 | 1 | 2 |
| 41 | Talks about killing self               | 0 | 1 | 2 |
| 42 | Like to make other people laugh        | 0 | 1 | 2 |
| 43 | Talks too much                         | 0 | 1 | 2 |
| 44 | Skip class or school                   | 0 | 1 | 2 |
| 45 | Teases other people                    | 0 | 1 | 2 |
| 46 | Has lot hot temper                     | 0 | 1 | 2 |
| 47 | Threaten hurt other people             | 0 | 1 | 2 |
| 48 | Doesn't have much energy               | 0 | 1 | 2 |
| 49 | Looks unhappy, sad or depressed        | 0 | 1 | 2 |
| 50 | Louder than other kids                 | 0 | 1 | 2 |
| 51 | Use drugs for nonmedical purpose       | 0 | 1 | 2 |
| 52 | Worries a lot                          | 0 | 1 | 2 |
| 53 | Sudden change mood or feelings         | 0 | 1 | 2 |

**Thank you for your time ^\*^**  
**Wish all the best to your family**

## **APPENDIX B: Survey in Mongolian**

Сайн байцгаана уу?

Хүндэт эцэг эхчүүдээ

Та бүхэнд энэ өдрийн мэнд хүргэе. Миний бие Оюунтөгсийн Гандолгор нь Сөүлийн Үндэсний Их Сургуулийн Нийгмийн Халамжийн магистрын ангид 2010 онд элсэн орсон бөгөөд, хичээлүүдээ үзэж дуусан одоо судалгааны ажилдаа ороод явж байна. Судалгааны ажил маань Монгол эцэг эхийн Солонгосын нийгэм ба соёлд дасан зохицох байдал нь Хүүхдүүдийн нийгмийн сэтгэхүйд хэрхэн нөлөөлж болох талаар бөгөөд энэхүү судалгааны ажлын зорилт нь Монгол эцэг эхчүүдийн соёлын дасан зохилдлогоо болон тэдгээрийн хүүхдүүдээ хүмүүжүүлэх арга барилыг бататгах юм. Хэрэв та бүхний тусаар судалгаа амжилттай хэрэгжвэл цаашдаа Монгол хүмүүсийн солонгос нийгэмд дасан зохицох мөн хүүхдүүдээ хэрхэн хоёр нийгмийн соёлтойгоор өсгөх тал дээр ихээхэн дэмжлэг болох юм.

Та бүхнээс энэхүү судалгааг үнэн зөвөөр бөглөж өгөхийг хичээнгүйлэн хүсч байна. Санал асуулгыг бөглөхөд ойролцоогоор 30 минут шаардагдах ба таны хариулт судалгаанаас өөр зүйлд ашиглагдахгүй гэдгийг баталж байна. Энэ судалгаанд үнэн зөв гэсэн хариулт байхгүй бөгөөд таны амьдрал, үйл хөдлөл бодолтой ойр санагдсаныг дугуйлахад болно. Мөн та хүссэн үедээ судалгаанаас татгалзах эрхтэй бөгөөд судлаачийн хувьд таны мэдээлэл өөр бусад зүйлд ашиглагдахгүйг баталж байна.

Хэрвээ танд судалгаатай холбоотой асуух зүйл гарвал утсаар холбогдон тодруулаарай.

Танд чин сэтгэлээсээ баярлалаа

Хүндэтгэсэн

Оюунтөгсийн Гандолгор

Сөүлийн Үндэсний Их Сургууль, Нийгмийн Халамжийн Тэнхим, 220р байр, 560 тоот

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## Ерөнхий асуулт

1. Таны нас \_\_\_\_\_  
Та Солонгост хэр удаан амьдарч байна вэ? -
2. \_\_\_\_\_
3. Танай гэр бүл хэдэн гишүүнтэй вэ?  
а. Гурваас доош  
в. Таваас долоон хүн  
б. Гурваас таван гишүүн  
г. Наймаас дээш
4. Таны боловсрол  
а. Сургуульд явж байгаагүй  
в. Дунд сургууль төгссөн  
д. Коллеж төгссөн  
ё. Магистр  
б. Бага сургууль төгссөн  
г. Ахлах сургууль төгссөн  
е. Дээд сургууль төгссөн  
ж. Доктор түүнээс дээш
5. Таны эрхэлдэг ажил?  
а. Гэрээгээр албан байгууллагад  
в. Сурдаг  
д. Түр зуур байна  
ё. Шашны байгууллагад  
з. Бусад \_\_\_\_\_  
б. Гэрээгээр үйлдвэрт  
г. Гэртээ  
е. Цагийн ажил  
ж. Хувийн бизнес
6. Таны гэрлэлтийн байдал  
а. Гэрлэсэн  
б. Тусдаа амьдардаг  
г.  
в. Бэлэвсэн  
Салсан
7. Дээрх асуулт нь таны одоогийн амьдарч байгаа гэр бүлийн байдлын талаар  
а. Хүүхэд маань **ээж** эсвэл **аавын аль нэгэнтэй нь өөр хамаатан садан** эсвэл дан  
гэр бүлээрээ амьдардаг  
б. Хүүхэд **ээж аав хоёулангтай нь** өөр бусад **хамаатан садан** эсвэл дан гэр бүлээрээ амьдардаг
8. Орлого: энэхүү асуулт нь танай гэр бүлийн өрхийн сарын орлогын хэмжээ ба дунджаар бүх эх үүсвэрээ нийлүүлэн тооцоолон хариулна уу  
а. Нэг сая воноос бага  
б. Нэгээс хоёр сая вон  
в. Гурваас таван сая вон  
г. Таван саяас дээш
9. Та хүүхэдтэйгээ ямар хэлээр ихэвчлэн ярьдаг вэ?  
б.  
а. Монгол  
Солонгос  
в. Солонгос Монгол

## Дараагийн хэсэг таны хүүхдийн тухай асуултууд юм

10. Та хүүхэдтэй ямар холбоотой вэ?  
а. Аав  
б. Ээж  
в. Асран хамгаалагч  
г. Ах  
д. Эгч  
е. Эмээ  
ё. Өвөө
11. Таны хүүхэд хэдэн настай вэ? \_\_\_\_\_
12. Таны хүүхдийн хүйс: а. Эрэгтэй б. Эмэгтэй  
Таны хүүхэд хаана төрсөн бэ?

13.

а. Монгол                      б.  
Солонгос                      в. Бусад \_\_\_\_\_

14. Таны одоогийн хаяг \_\_\_\_\_

15. Танай хүүхэд хэзээ Солонгост ирсэн бэ? \_\_\_\_\_ оны \_\_\_\_\_ сар

16. Таны хүүхэд ямар хэлээр ярьж чадах вэ?

а. Монгол                      б.  
Солонгос                      в. Монгол Солонгос                      г. Бусад



**Дараах асуултууд нь таны нийгмийн тухай үнэлэх үнэлэмж хувийн  
бодол юм аль тохирохыг дугуйлна уу?**

**ОҮ-** огт үгүй **Ү** – үгүй **З**-заримдаа **Т**- Тийм **ҮТ** – үнэхээр тийм

|    |  | <b>ОҮ</b> | <b>Ү</b> | <b>З</b> | <b>Т</b> | <b>ҮТ</b> |
|----|--|-----------|----------|----------|----------|-----------|
| 1  | Би Монголоос илүү Солонгос хэлээр илүү сайн бичдэг   | 1         | 2        | 3        | 4        | 5         |
| 2  | Миний ихэнх сонсдог хөгжим Монгол дуу хөгжим байдаг  | 1         | 2        | 3        | 4        | 5         |
| 3  | Би Монгол Солонгос аль алинаар нь хөгжилтөй яриа онигоо зэргийг ярьж чадна                                 | 1         | 2        | 3        | 4        | 5         |
| 4  | Ерөнхийдөө, миний хувьд одоогийн нийгэмд дасан зохицно гэдэг нь маш хүндрэлтэй байна                       | 1         | 2        | 3        | 4        | 5         |
| 5  | Би гэртээ ихэндээ Солонгосоор ярьдаг   | 1         | 2        | 3        | 4        | 5         |
| 6  | Миний хамгийн сайн найзууд Монголчууд  | 1         | 2        | 3        | 4        | 5         |
| 7  | Би Солонгос Монгол аль ч аргаар сэтгэн бодож ярьж чадна  | 1         | 2        | 3        | 4        | 5         |
| 8  | Заримдаа Монгол ч тэр Солонгос ч тэр аль аль нь надад дургүй юм шиг санагддаг                              | 1         | 2        | 3        | 4        | 5         |
| 9  | Хэрэв би ямар нэгэн зүйл бичхээр бол Солонгосоор бичнэ   | 1         | 2        | 3        | 4        | 5         |
| 10 | Би хэрэв нийгмийн янз бүрийн үйл ажиллагаанд оролцох бол ихэнх нь Монголчууд байгаа газар очих сонирхолтой | 1         | 2        | 3        | 4        | 5         |
| 11 | Надад Монгол Солонгос аль ч найзууд байдаг   | 1         | 2        | 3        | 4        | 5         |
| 12 | Намайг хэн ч ойлгохгүй байх үе бий   | 1         | 2        | 3        | 4        | 5         |
| 13 | Би Монгол хүмүүсээс илүү Солонгосчуудтай амархан ойлголцдог  | 1         | 2        | 3        | 4        | 5         |
| 14 | Монголчууд намайг Солонгосчуудаас арай илүү ойлгодог гэж би боддог   | 1         | 2        | 3        | 4        | 5         |
| 15 | Миний хувьд Солонгосчууд ба Монголчууд аль аль нь үнэ цэнэтэй  | 1         | 2        | 3        | 4        | 5         |
| 16 | Заримдаа хүмүүстэй харилцахад хэцүү асуудал гарч ирдэг   | 1         | 2        | 3        | 4        | 5         |
| 17 | Солонгосчууд намайг Монголчуудаас арай илүү ойлгодог юм шиг санагддаг                                      | 1         | 2        | 3        | 4        | 5         |
| 18 | Хэрэв би болзох тохиолдол гарвал зөвхөн Монгол хүмүүстэй л уулзана   | 1         | 2        | 3        | 4        | 5         |
| 19 | Би Монгол ба Солонгосчуудын аль алинтай нь чөлөөтэй хамт байж чаддаг                                       | 1         | 2        | 3        | 4        | 5         |
| 20 | Заримдаа найз нөхөдтэй болох нь ч гэсэн хэцүү байдаг   | 1         | 2        | 3        | 4        | 5         |
| 21 | Би Солонгосчуудтай хэл амаа амархан ололцдог   | 1         | 2        | 3        | 4        | 5         |
| 22 | Монгол хүмүүстэй байхдаа би арай илүү чөлөөтэй байж чаддаг   | 1         | 2        | 3        | 4        | 5         |

|    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 23 | Зарим үед Монгол Солонгос аль нь ч намайг хүлээн авахгүй байх үе бий         | 1 | 2 | 3 | 4 | 5 |
| 24 | Би Солонгосчуудтай хамт байвал арай илүү нийгэмшиж байгаа юм санагддаг       | 1 | 2 | 3 | 4 | 5 |
| 25 | Монгол хүмүүс өөр гадаад орны хүмүүстэй гэрлэх нь таарамжгүй гэж бодож байна | 1 | 2 | 3 | 4 | 5 |
| 26 | Монгол Солонгос аль алинд нь итгэх надад хэцүү байдаг                        | 1 | 2 | 3 | 4 | 5 |
| 27 | Миний ихэнх найзууд маань Солонгос хүмүүс байдаг                             | 1 | 2 | 3 | 4 | 5 |

**Дараах асуултууд нь таны хүүхэддээ ханддаг хандлагын  
талаарх асуултууд бөгөөд өөртөө ойролцоо санагдсныг  
дугуйлна уу**

**ОУ**- огт үгүй **Ү** – үгүй **З**-заримдаа **Т**- Тийм **ҮТ** – үнэхээр тийм

|    |   | <b>ОУ</b> | <b>Ү</b> | <b>З</b> | <b>Т</b> | <b>ҮТ</b> |
|----|---|-----------|----------|----------|----------|-----------|
| 1  | Миний бодлоор эсрэг хүйсний хүүхдүүд бие биеэ нүцгэн байхыг харж болохгүй                           | 1         | 2        | 3        | 4        | 5         |
| 2  | Би манай гэр бүлийн эсвэл бидний үзэл бодлоос өөр хүмүүстэй хүүхдээ нийлүүлдэггүй                   | 1         | 2        | 3        | 4        | 5         |
| 3  | Хүүхдэд хэлэх биш харуулж заах нь тохиромжтой   | 1         | 2        | 3        | 4        | 5         |
| 4  | Хэн нэгнийг муулж ярихыг хүүхэддээ зөвшөөрдөггүй  | 1         | 2        | 3        | 4        | 5         |
| 5  | Хэрвээ манай хүүхэд үгэнд орохгүй байвал би түүнийг шийтгэнэ гэсэн бодол байдаг                     | 1         | 2        | 3        | 4        | 5         |
| 6  | Манай хүүхэд надад уурлахыг зөвшөөрөхгүй  | 1         | 2        | 3        | 4        | 5         |
| 7  | Манай хүүхэд өөрийнхөө давуу талаараа бахархан өсөөсөй гэж хүсч байна                               | 1         | 2        | 3        | 4        | 5         |
| 8  | Хүүхдүүд эцэг эхээсээ гадуур ямар нэгэн нууцтай байж болохгүй                                       | 1         | 2        | 3        | 4        | 5         |
| 9  | Би хүүхэддээ яаж сэтгэл хөдлөлөө хянах талаар зааж өгдөг  | 1         | 2        | 3        | 4        | 5         |
| 10 | Хүүхэд сонирхон эрэгтэй эмэгтэй сексийн талаар асуухад би сандран юу хэлхээ мэддэггүй               | 1         | 2        | 3        | 4        | 5         |
| 11 | Хүүхдэд урам зориг маш их хэрэгтэй  | 1         | 2        | 3        | 4        | 5         |
| 12 | Хүүхэд тэдний төлөө эцэг эх ямар их золиос гаргасныг мэддэг байх хэрэгтэй                           | 1         | 2        | 3        | 4        | 5         |
| 13 | Шүүмжлэл, хатуу үг нь хүүхдийг хурцалдаг  | 1         | 2        | 3        | 4        | 5         |
| 14 | Миний гаргасан шийдвэрт манай хүүхэд асуулт асуухыг зөвшөөрдөггүй                                   | 1         | 2        | 3        | 4        | 5         |
| 15 | Манай хүүхэд ямар нэгэн буруу зүйл хийсэн үед би ямар их сэтгэл гонсойдог гэдгийг мэдэгдхийг хүсдэг | 1         | 2        | 3        | 4        | 5         |
| 16 | Хүүхэд маань өөр бусад хүмүүст гүн сэтгэгдэл төрүүлээсэй гэж хүсдэг                                 | 1         | 2        | 3        | 4        | 5         |
| 17 | Бусад хүүхдүүдээс ялгархыг хүсэхгүй байна   | 1         | 2        | 3        | 4        | 5         |
| 18 | Би хүүхэд буруу зүйл хийхийг болиулж хянаж чаддаг   | 1         | 2        | 3        | 4        | 5         |

**Дараах асуултууд нь таны хүүхдийн гаргадаг гадаад ба дотоод зан чанрын асуудалтай холбоотой бөгөөд сүүлийн бсарын дотор өөрт тань ажиглагдсан, ойролцоо гэж бодож байгаагаа үнэн зөвөөр нь бөглнө үү**

|    |  | Үгүй | Заримдаа | Тийм |
|----|--|------|----------|------|
| 1  | Манай хүүхэд хүнтэй их маргалддаг                    | 0    | 1        | 2    |
| 2  | Өөрөөрөө сайрхаж, бахархан ярьдаг                    | 0    | 1        | 2    |
| 3  | Заримдаа ганцаарддаг                                 | 0    | 1        | 2    |
| 4  | Их уйлдаг  | 0    | 1        | 2    |
| 5  | Юмаа их харамладаг                                   | 0    | 1        | 2    |
| 6  | Зориудаар өөрийгөө болон бусдыг шоглодог             | 0    | 1        | 2    |
| 7  | Анхаарлаа татах гэж оролддог                         | 0    | 1        | 2    |
| 8  | Өөрийнхөө эд зүйлийг эвдэлдэг                        | 0    | 1        | 2    |
| 9  | Бусдын эд зүйлийг эвдэлдэг                           | 0    | 1        | 2    |
| 10 | Сургуульдаа явах дургүй                              | 0    | 1        | 2    |
| 11 | Эцэг эхдээ дуулгаваргүй                              | 0    | 1        | 2    |
| 12 | Буруу хэрэг хийсний дараа хэргээ хүлээдэггүй         | 0    | 1        | 2    |
| 13 | Өөр бусад хүмүүст атаархдаг                          | 0    | 1        | 2    |
| 14 | Буруу зүйл хийчих вий гэж их болгоомжилдог           | 0    | 1        | 2    |
| 15 | Өөрийгөө төгс гэж боддог                             | 0    | 1        | 2    |
| 16 | Ихэвчлэн хэн ч түүнийг тоохгүй байна гэж гомдоллодог | 0    | 1        | 2    |
| 17 | Өөрийгөө үнэ цэнэгүй эсвэл сул дорой гэж боддог      | 0    | 1        | 2    |
| 18 | Хүүхдүүдтэй их ноцолдох эсвэл зодолддог              | 0    | 1        | 2    |
| 19 | Сургуульдаа явахдаа айдаг                            | 0    | 1        | 2    |
| 20 | Гэр, сургуульдаа тогтсон дүрмийг дандаа зөрчдөг      | 0    | 1        | 2    |
| 21 | Өөр бусад танхай хүүхдүүдтэй нийлэх хандлагатай      | 0    | 1        | 2    |
| 22 | Заримдаа худлаа ярьчихдаг                            | 0    | 1        | 2    |
| 23 | Тогтворгүй, түгшсэн байдалтай байдаг                 | 0    | 1        | 2    |
| 24 | Их аймхай  | 0    | 1        | 2    |
| 25 | Амархан толгой нь өвддөг                             | 0    | 1        | 2    |
| 26 | Бие махбодьд гардаг өөрчлөлт                         | 0    | 1        | 2    |
|    | а. Шалтгаангүйгээр өвдөх                             | 0    | 1        | 2    |
|    | б. Толгой эргэх                                      | 0    | 1        | 2    |
|    | в. Сулбагар болох                                    | 0    | 1        | 2    |
|    | г. Нүд нь өвдөх                                      | 0    | 1        | 2    |
|    | д. Гэдэс өвдөх                                       | 0    | 1        | 2    |
|    | е. Бөөлжих   | 0    | 1        | 2    |

|    |   |   |   |   |
|----|---|---|---|---|
| 27 | Хүмүүс руу дайрдаг                          | 0 | 1 | 2 |
| 28 | Сурлагадаа тааруу                           | 0 | 1 | 2 |
| 29 | Өөрөө насаар ах хүүхдүүдтэй найзалдаг       | 0 | 1 | 2 |
| 30 | Ярилцахаас татгалздаг                       | 0 | 1 | 2 |
| 31 | Гэрээсээ хамаагүй гарч явдаг                | 0 | 1 | 2 |
| 32 | Их хашгирдаг                                | 0 | 1 | 2 |
| 33 | Нууцтай байх дуртай                         | 0 | 1 | 2 |
| 34 | Юманд эв дүйгүй эсвэл амархан сандардаг     | 0 | 1 | 2 |
| 35 | Галаар тоглох дуртай                        | 0 | 1 | 2 |
| 36 | Гэрээсээ юм хэлэлгүй авч гардаг             | 0 | 1 | 2 |
| 37 | Өөр газраас юм хэлэлгүй авч явдаг           | 0 | 1 | 2 |
| 38 | Зөрүүд, дуугай, уур уцаартай                | 0 | 1 | 2 |
| 39 | Сэжиглэгч                                   | 0 | 1 | 2 |
| 40 | Зохисгүй үг хэллэг хааяадаа хэрэглэдэг      | 0 | 1 | 2 |
| 41 | Янз бүрийн алах үхэх гэх мэт үгээр ярьдаг   | 0 | 1 | 2 |
| 42 | Бусад хүмүүсийн инээлгэх дуртай             | 0 | 1 | 2 |
| 43 | Их яриасаг                                  | 0 | 1 | 2 |
| 44 | Хичээл, сургуулиа тасалдаг                  | 0 | 1 | 2 |
| 45 | Өөр бусад хүмүүсийг өддөг                   | 0 | 1 | 2 |
| 46 | Түргэн ааштай                               | 0 | 1 | 2 |
| 47 | Найз нөхөд өөр бусад хүмүүсийг заналхийлдэг | 0 | 1 | 2 |
| 48 | Энерги тийм ч их биш амархан ядардаг        | 0 | 1 | 2 |
| 49 | Хархад гунигтай, ямар нэгэн юм бодсон мэт   | 0 | 1 | 2 |
| 50 | Өөр бусад хүүхдээс чанга                    | 0 | 1 | 2 |
| 51 | Эм уух дуртай                               | 0 | 1 | 2 |
| 52 | Санаа зовсон байдал их байдаг               | 0 | 1 | 2 |
| 53 | Гэнэт гэнэт сэтгэл санаа нь өөрчлөгддөг     | 0 | 1 | 2 |

**Цаг заваа гарган судалгаанд маань тусалсанд чин сэтгэлээсээ  
баярлалаа, танай гэр бүлд аз жаргал сайн сайхныг хүсье ^\*^**

## 국문 초록

# 한국에 거주하는 몽골이민가족 부모의 문화적응이 아동의 사회정서적 발달에 미치는 영향

서울대학교 대학원

사회복지학과

간덜거르

한국에 거주하는 가족단위 외국 이민자 수가 증가함에 따라 이들 가정 내 아동들의 사회정서적 발달에 대한 관심도 높아지고 있다. 본 연구는 아동 양육에 대한 효과적인 개입을 위한 정보를 제공하고자, 부모의 문화적응이 아동의 사회정서적 발달에 미치는 영향과 그 과정을 알아보았다.

본 연구의 목적은 한국에 거주하고 있는 몽골 가정 아동들의 사회정서적 발달에 부모의 문화적응이 어떻게 영향을 미치는지 살펴보고, 특히, 부모의 양육행동이 이들 관계에 어떠한 매개적 역할을 하는지 규명하는 것이다. 구체적으로, 본 연구의 연구문제는 다음과 같다.

1. 부모의 문화적응은 아동의 사회정서적 발달에 어떤 영향을 미치는가?
2. 부모의 문화적응은 양육행동에 어떠한 영향을 미치는가?
3. 부모의 양육행동은 부모의 문화적응이 아동의 사회정서적 발달에 미치는 영향을 어떻게 조절하는가?

위의 연구문제를 해결하기 위해 Berry(1980)의 Bi-dimensional 문화적응모델을 이론적 틀로 사용하였으며, 이 모델은 “주류사회에 문화에 대한 관계형성 여부”와 “모국문화에 대한 관계 유지 여부”에 대한 두개의 차원으로 구분하여, 이에 따라 통합(integration), 동화(assimilation), 분리(separation), 주변화(marginalization)로 유형화하였다. 자기보고식 설문조사로 수집한 142건의 자료를 대상으

로 계층적 다중회귀분석을 실시하였다.

연구대상자는 한국에 거주 중이며 만 4세에서 18세까지 자녀를 양육하는 몽골부모들이며, 문화적응 태도와 양육행동, 자녀의 사회정서적 발달 상황에 대해 보고하였다. 본 연구의 주요결과를 요약하면, 다음과 같다.

첫째, 분리적 문화적응 유형인 부모의 자녀들은 다른 문화적응 유형 부모의 자녀들보다 외현화 문제행동을 더 많이 나타냈으며, 주변화 문화적응 유형 부모의 자녀들은 다른 유형 부모의 자녀들보다 내재화 문제와 외현화 문제를 더 많이 가지고 있었다.

둘째, 동화형 문화적응 유형의 부모는 자녀들에 대해 통제적 양육행동을 더 많이 하는 것으로 나타났으며, 이러한 강하고 엄격한 부모의 통제는 자녀의 내재화 문제 및 외현화 문제와 정적 상관계를 보였다. 이는 이민자 부모들이 몽골의 문화적 전통을 유지하는 것의 중요성을 시사한다고 할 수 있다.

셋째, 이민가정 부모의 문화적응 전략은 아동의 사회정서적 발달에 직접 영향을 미치는 것뿐만 아니라, 부모의 양육행동에도 영향을 미치는 것으로 나타났다. 한편, 부모의 문화적응이 아동의 사회정서적 발달에 미치는 영향에 대한 양육행동의 매개적 효과는 지지되지 않았다. 부모의 문화적응이 아동의 발달에 미치는 영향에 대한 메커니즘을 보다 정교히 살펴보기 위해서는 종단적인 연구가 필요함을 제안한다.

**주 제 어:** 부모의 문화적응 유형, 아동의 사회정서발달, 양육행동, 주한 몽골가족

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